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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND:

WITH

APPENDIX.

1906-1907.

Presented to both Houses of Parliament by Command of His Majesty.

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SCOTCH EDUCATION DEPARTMENT.

JULY, 1907.

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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1906-1907.

Presented to both Houses of Parliament by Command of His Majesty.

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1906-07.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirty-fourth Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1906.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE ANNUAL GRANT LIST.

Day schools.

During the year ended 31st August, 1906, the estimated increase of population was 1·1 per cent., while the number of scholars on the registers of schools under inspection increased by 0·32 per cent., with an increase of 1·39 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

———	1903.	1904.	1905.	1906.
Scholars on Registers (at end of school year)	785,473	793,492	804,162	806,737
Average attendance	669,289	682,269	696,381	706,062
Percentage of average attendance to scholars on Registers	85·21	85·98	86·60	87·37
Infants, *i.e.*, scholars under seven, on Registers	156,416	156,859	159,801	158,903
Older scholars, *i.e.*, scholars above seven, on Registers	629,057	636,63	644,361	647,834

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Of the 806,737 scholars on the register—

771,389 were children of school age (5–14);
12,119 were under 5 years of age;
146,784 were between 5 and 7 years of age;
158,903 were under 7 years of age (infants)
279,938 were between 7 and 10;
344,667 were between 10 and 14;
14,476 were between 14 and 15; and
8,753 were above 15.

Of the same scholars, 706,062 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of scholars in attendance—

i. 51 were boys;
49 were girls.
ii. 19 were infants, *i.e.*, below 7 years of age;
36 were between 7 and 10;
45 were above 10.

Higher Grade Schools under Inspection.

In the average attendance given in the foregoing Tables there is included not only that in the ordinary day schools, but also that in 137 Higher Grade Schools or Departments, having on the registers at end of the school year, the names of 17,098 scholars, of whom

1,335 were under 13;
4,792 were between 13 and 14;
4,691 were between 14 and 15;
3,198 were between 15 and 16;
1,862 were between 16 and 17, and
1,220 were over 17.

The average number of scholars in attendance in these schools during the past year was 17,150, while the average number on the Registers was 19,319.

The following Table shows the growth, since the year 1900, in the number of Higher Grade Schools or Departments, the number of scholars on the Registers, and the average attendance.

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TABLE SHEWING THE PROGRESS OF HIGHER GRADE SCHOOLS SINCE THEIR ESTABLISHMENT.

Year.	Number of Schools.	Accommodation.	Average Number of Scholars on Registers.	Average Attendance.			
				1st year's Course.	2nd year's Course.	Beyond 2nd year.	Total.
1900	27	7,740	2,832	1,606	604	351	2,561
1901	34	9,721	3,518	1,712	1,053	505	3,270
1902	35	10,103	4,327	2,209	1,006	606	3,821
1903	36	10,299	5,157	2,663	1,223	662	4,548
1904	74	18,965	10,453	6,650	2,137	1,320	10,107
1905	121	28,267	16,291	7,937	4,340	2,231	14,508
1906	137	31,742	19,319	8,664	5,086	3,400	17,150

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Training Colleges.

Another, and a separate, head of the Parliamentary grant consists of the payments made to the Training Colleges, and the Training Centres under Provincial Committees, from which the supply of certificated teachers is mainly drawn. The number of Students in training in these institutions at the commencement of the current session was 2,195. The report upon their work by H.M. Senior Chief Inspector, Mr. Scougal, and the detailed statistics relating thereto, will be found in the Appendix.

Rate of progress since 1872.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. It has been pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that it has been possible to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

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	Years					
	1872.	1880.	1890.	1900.	1905.	1906.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,672,145	4,723,539
NUMBER OF SCHOOLS —						
Day Schools	1,979	3,064	3,076	3,104	3,123	3,125
Higher Grade Schools	—	—	—	31	121	137
ACCOMMODATION—						
Day Schools	281,688	602,054	714,865	893,842	963,151	978,109
Higher Grade Schools	—	—	—	9,292	28,267	31,742
AVERAGE NUMBER ON THE REGISTERS DURING YEAR—						
Day schools	—	534,428	664,466	753,287	787,492	788,850
Higher Grade schools	—	—	—	3,271	16,291	19,319
AVERAGE ATTENDANCE						
Day schools	213,549	404,618	512,690	626,089	681,873	688,912
Higher Grade schools	—	—	—	2,949	14,508	17,150
NUMBER OF—						
Certificated Teachers	2,566	5,330	7,745	10,845	13,604	14,186
Assistant „	—	444	1,320	2,418	2,718	2,794
Pupil „	3,642	4,582	3,883	3,926	4,191	4,328
Students in Training Colleges	729	892	861	1,250	1,395	1,534
Students at other Training Centres	—	—	—	110	333	661

Resources for Maintenance of Educational System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and of rates. Of these the voluntary subscriptions in support of day schools reported on last year amount to 40,983*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 675,054*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1905–1906, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was approximately 1,224,111*l.* 11*s.* 5*d.*,* which necessitated an average rate of 11·52 pence instead of 10·77 pence in 1904–1905.

Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October, 1889, a very material modification. This item is now replaced, as regards by far the greater part of its amount, by the fee grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

* This sum includes £350 raised in 1904–1905, but reported too late for inclusion in the total for that year.

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The amount of Parliamentary grants to day schools under inspection has increased from 845,595*l.* 16*s.* 7*d.*, to 874,807*l.* 1*s.* 0*d.* while the rate of grant for each scholar in average attendance has increased from 1*l.* 4*s.* 5*d.* to 1*l.* 4*s.* 8*d.*

The cost of "maintenance" per child in average attendance was:—

In public schools - - 3*l.* 5*s.* 7¾*d.*
In voluntary schools - - 2*l.* 12*s.* 4½*d.*

Towards which there was contributed:—

	In Public Schools. £	s.	d.	In Voluntary Schools. £	s.	d.
By ratepayers - - - -	1	1	11		—	
„ subscribers - - - -		—		0	8	0
„ Parliamentary Grants - -	1	5	5¼	1	2	10¼
„ aid grant to Voluntary Schools		—		0	3	0
„ general aid grant - - -	0	3	8	0	3	3
„ fee grant - - - -	0	12	0	0	11	3¼
„ fees—children's pence, &c. -	0	1	0½	0	2	0½
„ endowment - - - -	0	0	4	0	0	10¾
„ miscellaneous receipts - -	0	0	6	0	0	9¼
„ Secondary Education Committees	0	0	10	0	0	4
Total income per child in average attendance - -	£3	5	8¾	2	12	5

The sum of 327,563*l.*, voted by Parliament as a General Aid Grant (including a Re-Vote of 100,000*l.*) for the year ending 31st March, 1907, has been distributed in terms of our Minute of 19th March, 1906. The table below* shows the amount granted to various descriptions of schools for the year ended 31st March, 1906, under the terms of Sections I. and II. of the Minute of 16th February, 1905.

Proceeding to deal separately, and in greater detail, with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in respect of the General Aid Grant for the year ended 31st March, 1906.

	Section I. £	s.	d.	Section II. £	s.	d.	Total. £	s.	d.
To school boards for public schools -	21,313	5	3	91,159	3	6	112,472	8	9
To managers of voluntary schools:—									
Church of Scotland - - -	90	0	0	478	3	3	568	3	3
United Free Church - -	40	0	0	265	10	0	305	10	0
Episcopal Church - - -	560	0	0	1,567	16	0	2,127	16	0
Roman Catholic Church - -	460	0	0	10,617	17	3	11,077	17	3
Undenominational - - -	436	0	0	1,260	3	9	1,696	3	9
Total - -	22,899	5	3	105,348	13	9	128,247	19	0

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I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872:—

	1872.	1904.	1905.	1906.
Public	—	2,834	2,882	2,903
Church of Scotland	1,311†	18	20	18
Free Church	523	6	6	6
Episcopal	46	66	66	62
Roman Catholic	22	196	201	208
Undenominational and other schools	— ‡	69	69	65
Total	1,902	3,189	3,244	3,262

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

School places.

The schools on the Annual Grant List, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1906 sufficient for 1,009,851 scholars, or 21·38 per cent. of the population.

Of the total increase of 728,163 seats in schools under inspection, we reckon that about 240,000 have been required to meet the growth of the population during the last 34 years. Making allowance for cases where accommodation may have been provided somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School Building Grants.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December, 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8½*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

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After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December, 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

Loans

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August, 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August, 1878, the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then * loans to the amount of 7,567,434*l.* 18*s.* 6*d.* The total sum of the loans *sanctioned* by the Board of Education and the Department, amounting to 9,966,237*l.* 7*s.* 3*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. The total amount *actually borrowed* by school boards up to 15th May, 1906, as appearing in their balance sheets, was 9,400,862*l.* 8*s.* 6*d.* Of this sum 3,660,313*l.* 19*s.* 8*d.* has been repaid up to that date, leaving a debt of 5,740,548*l.* 8*s.* 10*d.* As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of the amount of loans sanctioned represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 7,868,354*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 1,009,851 places, showing an increase of 258 per cent. in the last 34 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

* To 31st January last.

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Attendance to be expected.

We have next to consider what number of children ought to be daily in attendance at school. In 1901 the children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted 19·38 per cent. of the total population, and they are now estimated to amount in Scotland to 915,649. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while in rural districts some deduction must also be made on account of children of tender years for whose non-attendance excuses more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1906 was 4,723,539, one-sixth of which is 787,257. The actual supply is in excess of this by about 223,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is in excess of what is needed; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

Returns.

We publish in the Appendix :—

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement of schools, of the sale of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 944,708 (1 in 5) on the registers, and 787,257 (1 in 6) in average daily attendance.* But our returns show only 806,737 children

* We are here following the proportion that has been accepted in the past and propose to consider very carefully how far it is in accordance with present circumstances.

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on the registers of all the schools upon the Annual Grant List and 706,062 in average attendance in respect of these schools.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 85 scholars on the registers, and 75 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, it follows that there might be over a hundred thousand scholars more than at present on the registers of State-aided schools.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

	1884-5.†	1890-1.	1900-1.	1903-4.	1904-5.	1905-6.
1. Average attendance of Scholars of *Schools on the Annual Grant List*	471,175	540,023	636,374	682,269	696,331	706,062
2. Estimated population	3,897,277	4,033,103	4,472,103	4,621,311	4,672,145	4,723,539
3. Scholars on the School Registers of *Annual Grant Schools*	612,094	680,580	767,421	793,492	804,162	806,737
Percentage of (1) to (2)	12·08	13·38	14·23	14·76	14·90	14·94
„ (3) to (2)	15·70	16·87	17·16	17·17	17·21	17·08
„ (1) to (3)	76·97	79·34	82·92	85·98	86·60	87·52

† First year for which figures are now available.

These figures represent a distinct advance on those for the preceding year. The percentage of average attendance to the number on the register is the best on record.

During the past year returns as to school attendance, not only in the State-aided schools, but also in Higher Class, Private, and other schools within their districts, have been called for from the School Boards. Although these returns may not in every case be absolutely accurate and complete, the result of the enquiry, as summarised in the following table, is of great interest and value. The figures relate to the twelve months ended 31st December, 1905.

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Number of Children between the ages of :—	Estimated Population in 1905.	Number of Scholars on Registers in *all* Schools.	Average Attendance in *all* Schools.	Children exempted in terms of the Education (Scotland) Act, 1901.	
				Conditionally.	Without Conditions.
5 and 7	194,052	159,325	133,854	—	—
7 „ 12	488,531	469,180	415,338	—	—
12 „ 14	186,901	178,521	157,019	5,777	2,045
5 „ 14	869,484	807,026 = 92·82 per cent. of population of School age (5 to 14 years)	706,211	—	—
over 14	—	34,716	32,131	—	—
				—	—
Total Number of Children.	—	841,742	738,342 = 87·72 per cent. of No. on Registers.		

Relief of fees.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June, 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1906 the sum so voted was 358,114*l.* During the year ended 31st March, 1907, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 37,977*l.* was available under section 2 (6) of the Education and Local Taxation Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available.

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The table below* shows the amount granted to various descriptions of schools for the year ended 31st March 1906. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on Annual Grant List between 3 and 15 years of age - - - - - - -	797,983
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - - -	17,000
Extent of relief granted by the Code -	780,983

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

III.—*Subjects of Instruction, &c.*

Main Subjects.

The main subjects of instruction are reading, writing, and arithmetic. But while these subjects naturally form the staple of work of the school, it has never been the practice in Scottish schools to confine the instruction, even in the more elementary stages, to those subjects only. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further, rather than to retard, progress in the essential subjects. But these additional subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, even although that may be not inconsiderable.

Auxiliary Subjects.

The auxiliary subjects, as described in Article 19 of the Code, are:—Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1906.

	£	s.	d.	£	s.	d.
To school boards for public schools -	366,282	11	0	366,282	11	0
To managers of voluntary schools:—						
Church of Scotland - - -	1,674	13	0			
United Free Church - - -	1,062	0	0			
Episcopal Church - - - -	6,144	16	0			
Roman Catholic Church - -	41,857	0	0			
Undenominational - - -	3,448	3	0			
				54,186	12	0
				420,469	3	0

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in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction are essential concomitants of it, and sewing is a subject in which some degree of expertness must be acquired during school life, if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we should regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises and drawing, but this defect is being gradually remedied through the agency of the classes for the further instruction of teachers, which have been established under Act 55 of the Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools (formerly under Article 91 (*d*) of the Code). After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

Inquiry into Physical Training.

A Royal Commission was appointed in 1902 to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training might be made to conduce to the welfare of the pupils, and, further, how such opportunities might be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission made its Report in March, 1903.

As was suggested by the Commission, a Committee was appointed to draft a suitable course of physical exercises for schools, and the Report of this Committee, together with the Syllabus of Physical Exercises prepared by them, was issued in March, 1904. School Authorities were furnished with a copy of this Syllabus and their special attention was drawn to the terms of the Report.

Drawing.

Drawing is an essential feature in the curriculum prescribed for Higher Grade Schools, and grants for instruction in drawing were made under Article 19. B. 4. to 2,936 out of 3,125 schools other than Higher Grade Schools, but this does not represent the complete number of such schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in some cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant.

Singing.

Singing is taught in 3,228 schools, out of 3,262, and in all but 57 of these cases it was taught from notes. From the

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eports of our Inspectors we may reasonably hope that even his small residuum of schools in which singing is not taught, or is taught incompletely, will be still further reduced.

Other Subjects.

The other auxiliary subjects (nature knowledge, geography, history, and needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

In response to appeals from Teachers and Managers for guidance in the preparation of suitable courses of instruction in the various school subjects, the Department have undertaken the preparation of a series of memoranda on the more important of those subjects. The memoranda are not put forward as final or authoritative documents. No attempt will be made to formulate definite schemes of instruction, and few, if any, specific suggestions will be made which are not supported by the actual experience of teachers of repute. Two Memoranda —on English and Arithmetic—have already appeared, and others will be issued at intervals.

Savings banks and school libraries.

It is of interest to note that savings banks have been established in 228 schools, the amount standing to the credit of the depositors (35,712 in number) at the end of the school year being 9,798*l*., and that there are school libraries in 1,583 schools, with an aggregate of 333,000 books. All of these figures represent a most gratifying increase as compared with previous years. The remarkable development in respect of savings banks is doubtless due to the attention which was drawn to the matter by the issue of a special Circular Letter. The increase in libraries is due in great measure to the generosity of Mr. James Coats, jun., of Paisley, to whom the Highlands of Scotland and the rural districts generally owe a deep debt of gratitude for the carefully selected libraries which he has made available, not only for the use of school pupils, but of the inhabitants generally in districts where a supply of good books would otherwise be matter of no small difficulty.

General Review.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, that large part of every school which consisted of scholars below the Third Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897–98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might

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fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be preliminary to or concomitant with the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versâ*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum and on grave faults in method.

The passing of the Education (Scotland) Act, 1901, rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, were accordingly made in the Code of 1903. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it was found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtained the Merit Certificate a considerable time before they were entitled to leave school. The provision of suitable courses of instruction for such pupils thus became imperative. The steps which we proposed to take to that end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have since been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, was another of similar importance. It was desirable that the Merit Certificate should continue as before to mark the successful completion of the whole course of the Elementary School proper. For that purpose it was necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he had done subsequently while in the Supplementary Course. It could, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency was indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate

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takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. It was also decided, after careful consideration, that the question of the pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly, during the six months preceding his possible transference, during which the Head Master of the school would be charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of the respective candidates. It is, of course, the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

One effect aimed at in these changes is an improvement in school organization, resulting from the transfer, at an earlier age, to secondary or higher-grade schools of those pupils who desire, and are fit, to enter upon the work of such schools; while, in the case of those who remain in the elementary schools, further instruction in elementary subjects can be given in such form as to have a greater practical value for the work of life. Towards the close of the summer session of 1906, 48,841 candidates were approved by the Inspectors under Article 29 of the Code for enrolment in Supplementary Courses or Higher Grade Departments, and 9,707 were awarded a Merit Certificate under the Code.

Higher Grade Schools and Departments.

One further consequence of the change in organization already described has been a remarkable increase in the number of Higher Grade Departments. These have increased from 36 in operation during the session 1902–3 to 143 at the beginning of the present session. Under the conditions created by the Act of 1901, such departments are no longer required to discharge the function of giving something of the nature of a specialized education to pupils who will leave school at a comparatively early age. That function, so far as it is necessary, is now fulfilled by the Supplementary Courses. The Higher Grade Departments are therefore free to continue a stage further the *general* education of that considerable body of pupils, who, under the new conditions, may be expected to remain at school till 15 or 16. Hence the courses—predominantly scientific or predominantly commercial—which formerly characterized these departments have disappeared and have been replaced by a course of general education in which the study of English and one or more languages will be balanced by a sufficient, but not excessive, discipline in Mathematics (including Arithmetic), Science and Drawing—all specialization on commercial or technical lines being postponed until the pupils have reached the stage of the Intermediate Certificate. During the past year, in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 17,150, of which 8,664 represented the attendance of scholars in the first year's stage of the various courses, 5,086 in the second and 3,400 beyond the second; 4,638 scholars

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were paid for at the higher rate on account of exceptional efficiency.

Fuller details as to the principles upon which the present organization of education in Scotland is based, in so far as that organization is affected by regulations of the Department, will be found in the "Explanatory Memorandum" which accompanied a selection of circular letters of the Department published in May, 1904.

IV.—*Teaching Power.*

Number of Teachers.

The number of schools under inspection in 1906 was 3,262 with an average attendance of 706,062 children. The Staff provided for the instruction of these scholars was made up as follows:—

	Total No. of Teachers.
1. Certificated Teachers (Art. 42).—	
(*a*) Trained, Male 3,867, Female 5,500 = 9,367	
(*b*) Untrained „ 870, „ 3,847 = 4,717	14,084
2. Provisionally Certificated Teachers (Art. 60).—	
Male 14, Female 88	102
3. Assistant Teachers (Art. 79).—	
Qualified under—	
(*a*) Art. 79 (*a*) Male 80, Female 1,330 = 1,410	
(*b*) „ 79 (*b*) „ 34, „ 16 = 50	2,794
(*c*) „ 79 (*c*) „ 88, „ 1,246 = 1,334	
4. Female Assistants (Art. 32 (*c*) 3)	148
5. Pupil Teachers (Art. 70).—	
(*a*) In 1st year Male 226, Female 802 = 1,028	
(*b*) „ 2nd „ „ 190, „ 756 = 946	
(*c*) „ 3rd „ „ 196, „ 1,012 = 1,208	4,323
(*d*) „ 4th „ „ 158, „ 983 = 1,141	
6. Stipendiary Monitors (Art. 70 (*h*) and (*i*))	2
Total number of Teachers of all grades	21,453

From the above statement it will be seen that 14,084 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 50 children. But if the number of teachers qualified under Article 79 be included, there is a proportion (exclusive of pupil teachers and unqualified assistants) of one qualified teacher for every 42 children, a proportion which might, however, with advantage be improved, especially as regards the supply of certificated trained teachers. We are glad to note that indications of a tendency towards improvement in this respect are not wanting. A comparison with the figures of last year shows the number of certificated teachers actually employed to have increased by 578 (Male 57, Female 521), whilst the number of assistant teachers has increased by 76, and the provisionally certificated teachers under Art. 60 have increased by 4—a nett increase of 658 qualified teachers. The increase in average

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attendance during the same period has been 9,681, which—following the proportion referred to above, of one teacher for every 42 children—would account for only 231 of the additional teachers, leaving 427 to be accounted for by the more liberal staffing arrangements adopted by school managers.

Besides supplying the 578 additional certificated teachers referred to above, our training system has to provide against the wastage entailed by the retirement of teachers from active service, and it is important to consider whether the additions to the body of certificated teachers during the past year have been sufficient for these purposes. In order to arrive at trustworthy figures as regards the waste of teaching power, careful enquiry as to the cause of leaving has been made in all cases where certificated teachers have relinquished their appointments, and a summary of the results of this enquiry during the year 1906—so far as teachers who are not known to have taken up fresh engagements in Scotland are concerned—will be found in the following table:—

Reasons for Leaving.	Number of Certificated Teachers who left.	
	Males.	Females.
Death	30	16
Retired	35	13
*Ill-health	16*	45*
Change of profession	12	21
Gone to South Africa	5	4
Gone abroad (elsewhere than South Africa)	11	8
Gone abroad to study	—	1
†Appointment in England	10	25
Appointment at a Training Centre	2	2
Dismissed	5	—
Marriage	—	203
Domestic reasons	—	21
Gone to University	30	2
Gone to Training College	—	3
Reason not known	13	46
TOTAL	169	410

It is evident that the whole of the 579 teachers included in this statement, as well as the 52 referred to in the footnote, are,

* Of these, 11 Males and 4 Females received Disablement Allowances.

† These figures do not include 52 teachers (6 Males and 46 Females) who completed their training this year and have obtained appointments in England.

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for the time being, lost to the teaching profession in Scotland, but many of them will, no doubt, eventually re-enter it. Enquiries have shown the number of such cases of re-entry during the past year to have been approximately 119, and the nett loss may therefore be estimated at 512. This number added to the 578 additional certificated teachers already referred to, gives a total deficiency of 1,090 to be made good. It will be noted from the figures given below that the number of new certificated teachers recognised during the past year, viz., 1,383, exceeds this number by 293.

Sources of Supply.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and there must be a constant diminution in the number of those whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates granted on certain conditions to pupil-teachers and others in terms of Article 60 of the Code. These qualified the holder to take charge of a small school with less than 60 children in average attendance, a somewhat lower qualification being accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. During last year, 102 teachers of these grades were actually in charge of such schools in place of 98 so in charge in the previous year. But in future the number is certain to diminish, in view of the altered conditions introduced by the new Regulations, coupled with the increased facilities for proper training.

Setting aside these necessarily limited sources of supply, the general sources from which the body of certificated teachers may be recruited are to be found in those who have duly completed a course of training as Students at the various Colleges and Centres for the Training of Teachers, and in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1,383 teachers were thus added to the body.

Additions during the year.

This number includes students in training colleges, University King's Students under Article 96 of the Code, graduates under

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Articles 47 II. (*c*) and 48 (*b*) of the Code, and acting teachers, as shown in the following table:—

—	Male.	Female.	Total.
Students in training colleges	146	526	672
King's Students (Art. 96)	12	62	74
Graduates under Art. 47 II. (*c*)	23	24	47
„ „ „ 48 (*b*)	12	21	33
Acting teachers	8	549	557
Totals	201	1,182	1,383

This shows an increase as compared with last year, when the numbers were 203 males and 966 females, or 1,169 in all.

Training Colleges.

It will be seen that the Training Colleges continue to constitute the chief source of the teaching supply. These Colleges are eight in number, and are recognised for 1,472 students. In the special circumstances attending the introduction of the new Regulations for the Preliminary Education, &c., of Teachers they have been allowed, however, during the current year, somewhat to exceed this limit.

Training Centres.

Besides the Training Colleges there are other Centres from which the supply of trained teachers is kept up. In the Code for 1895 important changes were introduced, by which it was made possible for the Universities to share more fully in the training of teachers. That Code provided for a new class, called King's students, who received the chief part of their instruction at the Universities, while otherwise they were under the supervision of Local Committees responsible for their professional training. The work of these Local Committees has now been taken over by the Provincial Committees for the Training of Teachers established under the Minute of 30th January, 1905, and it is probable that the operations of these Committees will be still further extended in the near future by the transfer to them of some of the existing Training Colleges in terms of the Minute.

Attendance at University Classes.

The plan of adding some attendance at University Classes to the ordinary curriculum of the training colleges was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended University Classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of this opportunity to a large extent, whilst in the case of King's Students attendance at University Classes has hitherto been universal. In this way not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education. Full provision has been made in the new Regulations for the continued association of the Universities in the important work of training our future teachers.

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Number of Students in training.

The number of students actually in training and the number of these who are attending University Classes during the present year is shown in the following table:—

	Total Number of Students in Training.			Number attending the University.		
	Males.	Females.	Total.	Males.	Females.	Total.
Training Colleges:						
Aberdeen C.S.	19	111	130	15	4	19
„ U.F.C.	38	102	140	22	4	26
Edinburgh C.S.	78	155	233	52	56	108
„ U.F.C.	81	152	233	47	36	83
„ Episcopal	—	72	72	—	6	6
Glasgow C.S.	74	232	306	47	13	60
„ U.F.C.	85	195	280	81	19	100
„ R.C.	—	140	140	—	7	7
Total for Training Colleges	375	1,159	1,534	264	145	409
Training Centres:						
Aberdeen	36	77	113	36	77	113
Dundee	10	113	123	5	58	63
Edinburgh	22	81	103	22	81	103
Glasgow	84	207	291	84	207	291
St. Andrews	7	24	31	7	24	31
Totals for Training Centres	159	502	661	154	447	601
GRAND TOTALS	534	1,661	2,195	418	592	1,010

Sources from which Students are drawn.

From the following table it will be seen that the great majority of the present students have been drawn from the ranks of the pupil-teachers. But under the provisions of the new Regulations there have now been recognised 88 centres for the training of "Junior Students," where those who propose to enter into full training may undergo an approved preliminary course of instruction both in the subjects of general education and in the art of teaching, and it is anticipated that the Training Centres will eventually be recruited mainly from this source. The normal Junior Student curriculum has been so framed as to include the main branches in which every certificated teacher ought to attain to a certain degree of proficiency, while at the same time care has been taken not to overcrowd it unduly. As a result, the student of the future ought, on reaching the Training Centre, to be in a position to devote more attention than has hitherto been possible to his strictly professional training, and also to pursue in some detail, whether at the University or elsewhere, any special line of study for which he may have developed an aptitude.

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NUMBER OF STUDENTS IN TRAINING, OCTOBER, 1906.

	Who have been Pupil-teachers.			Who have not been Pupil-teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
In Training Colleges:									
First Year	133	569	702	32	83	115	165	652	817
Second Year	136	420	556	30	58	88	166	478	644
Third Year	32	23	55	12	6	18	44	29	73
Totals for Training Colleges	301	1,012	1,313	74	147	221	375	1,159	1,534
At Training Centres:									
First Year	66	205	271	39	96	135	105	301	406
Second Year	18	69	87	15	55	70	33	124	157
Third Year	13	50	63	8	27	35	21	77	98
Totals for Training Centres	97	324	421	62	178	240	159	502	661
GRAND TOTALS	398	1,336	1,734	136	325	461	534	1,661	2,195

Course of Training.

The character of the course of training at the Training Colleges and Training Centres has in recent years undergone considerable modification. The changes foreshadowed in the report for 1901 were, after careful consideration, embodied in Article 43 of the Code and Circular 329, corresponding changes in the method of examination being at the same time adopted. These in turn have been superseded by the Regulations for the Preliminary Education, Training, and Certification of Teachers issued in June, 1906, which lay down the general lines of study to be followed, both for those who desire recognition as Certificated teachers in Primary Schools, and also for those who aim at a qualification to teach higher and special subjects in Intermediate and Secondary Schools.

Proportion of Trained Teachers.

Turning again to the whole existing supply of teachers, we find that of 4,737 male teachers, 81·63 per cent. had been students in training colleges or King's Students, while of 9,347 female teachers, 58·84 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who entered the profession as acting teachers, had acquired a knowledge of the duties of their profession by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1,687 are graduates (1,440 male and 247 female), while many have been partially educated at the Universities, and have also acquired experience by service in schools.

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Teachers' Salaries.

The average salary of a schoolmaster (whether principal or assistant) is now 152*l.* 13*s.* 11*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 78*l.* 19*s.* 2*d.* Besides this, 1,598 masters and 568 mistresses are provided with residences free of rent.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—*Pensions.*

Code Pensions.

We have received, during the year ended at Michaelmas, 1906, 11 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July, 1875, 16th June, 1884, and 27th March, 1899, and have awarded one pension of 30*l.*, three of 25*l.*, and two of 20*l.*

Since the practice of granting pensions was resumed in 1875 we have dealt with 872 Scottish applications. We have awarded 66 pensions of 30*l.*, 162 of 25*l.*, 252 of 20*l.*, one of 15*l.*, and 11 of 10*l.*, and 86 gratuities to the amount of 2,173*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June, 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August, 1851; viz., 47 of 30*l.*, 77 of 25*l.*, and 137 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we obtained the sanction of the Treasury in 1899, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

Allowances under the Superannuation Act.

During the year ended 31st March, 1907, annual superannuation allowances, amounting to 1,126*l.*, were granted under Sections 1 (2) (*d*) and 5 (2) (*a*) of the Elementary School Teachers (Superannuation) Act, 1898, to 35 teachers (27 men and 8 women) who had attained the age of 65 years, or any later age to which their certificates may have been extended under Section 1 of the Act. Since 1st April, 1899, when the Act came into operation, 179 teachers (139 men and 40 women) have been granted superannuation allowances amounting to 5,758*l.* 5*s.* 9*d.*; and at 31st March, 1907, allowances to the amount of 4,958*l.* 12*s.* 8*d.* to 156 teachers (119 men and 37 women) were still in force.

Disablement Allowances.

During the same year disablement allowances, amounting to 444*l.* 5*s.* 8*d.*, were granted under Section 2 of the Act to 15 teachers under 65 years of age (8 men and 7 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools. Since 1st April, 1899, the sum of 4,582*l.* 1*s.* 10*d.* in respect of these allowances has been granted to 167 teachers (70 men and 97 women); and at 31st March, 1907, 120 teachers (52 men and 68 women) were drawing allowances amounting to 3,329*l.* 10*s.* 9*d.*

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In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April of that year the rate of contribution for men teachers in Scotland was increased under Section 1 (2) (*b*) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum under Treasury Warrant dated 19th February, 1902. Between the 1st of April, 1899, when the Act came into force, and the 31st of March, 1907, the sum of 175,409*l.* 2*s.* 4*d.* has been paid to the National Debt Commissioners for the purposes of the fund, the respective contributions of men and women teachers amounting to 89,289*l.* 4*s.* 6*d.*, and 86,119*l.* 17*s.* 10*d.* Contributions under the Superannuation Act.

In connection with the teachers' contributions an Actuarial inquiry, in terms of Section 3 (6) of the Act, is being made into the assets and liabilities of the fund for the seven years ended 31st March, 1906, and on completion of the investigation the Actuary's report will be laid before Parliament. Actuarial Inquiry.

The certificates of 19 teachers (15 men and 4 women) were extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time. Extension of Certificates.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. The payments by School Boards sanctioned under the Act run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

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Fourteen institutions not otherwise on the Annual Grant List, and 15 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August, 1906, on account of 867 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case was allowed on account of 865 of these scholars who had made satisfactory progress in some course of manual instruction. In the case of 13 other scholars the grant of 2*l.* 2*s.* only was paid.

Defective and Epileptic Children.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars. During the past year we find that classes for these children were established in ten schools, and were attended by 307 scholars, for whom a grant of 1,193*l.* 19*s.* 6*d.* was claimed under Article 20 (II.).

By an Act passed in the course of last session (the Education of Defective Children (Scotland) Act, 1906) School Boards are now empowered to make special provision for the medical inspection and education of epileptic, crippled or defective children between 5 and 16 years of age. We have brought the terms of the Act under the notice of School Boards throughout Scotland; and we have reason to believe that, as a result, many of the Boards are giving special attention to the requirements of a class of children whose educational interests have been too much neglected hitherto.

VII.—*Highland Schools.*

Special Attendance Grants.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 664 out of 700 schools inspected during the past year in the specified counties, and during the year extra grants amounting to 11,070*l.* 16*s.*, have been paid under its provisions.

Grant for Higher Instruction.

This Minute offered another advantage to these counties in the shape of an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Articles 22 and 147 an additional sum of 2,897*l.* 14*s.* has been paid in respect of an average attendance of 8,541 scholars.

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Grant for Gaelic-speaking Pupil-Teachers.

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. Arrangements have now been made whereby a test of a literary knowledge of Gaelic is set in the Leaving Certificate Examination, and the results of this experiment promise to be satisfactory.

Special Assistance to certain Boards.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we nevertheless felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and, as a result, under a Minute of 21st December, 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which was then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort—the provisional arrangement has been terminated, the boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March, 1895 (which modified the Minute of 21st December, 1888), a sum not exceeding 1,500*l.* was allocated in the Minute providing for the distribution of the General Aid Grant. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, local responsibility may in the case of some, if not all, of these boards be fully restored.

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VIII.—*Secondary and Technical Education.*

Inspection.

In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after the reorganization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. But it is to be observed that there are still cases where the work of teachers is handicapped through the failure of School Boards and Managers to provide suitable premises and equipment. The number of schools under inspection is now 109, 32 being higher-class public schools, 24 endowed schools, and 53 schools under voluntary managers who have invited the inspection of the Department.

Maintenance—Grants administered by Burgh and County Committees.

By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher-class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1906–1907 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May, 1893, to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Department. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 15 counties, 25 burghs, and 33 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 11,810*l.* 6*s.* 7*d.* was this year handed over to the Secondary Education Committees for distribution.

In virtue of the recently issued Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools, additional administrative duties fall to be discharged by the Burgh and County Committees mentioned above, and under Section II. B. of the Minute of 19th March, 1906, a further sum of 25,000*l.* was allocated to these Committees for the purpose of providing bursaries or maintenance allowances in accordance with these Regulations.

Synopsis of Schemes.

A synopsis of the schemes which were approved for the distribution of the grant for the year 1905–1906, and particulars of the actual amounts received and expended by the Committees, under each head, during the year ended 15th May, 1905, as well as of the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix. The synopsis of the schemes for the year 1906–1907, together with

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the relative statistics for the year ended 15th May, 1906, and the year ended 15th May, 1907, will appear in the separate report on Secondary Education to be issued next Autumn.

Speaking generally, we find that out of the grants for the year ended 31st March, 1907, of 55,300*l.*, under the Education and Local Taxation Account (Scotland) Act, 1892, and 25,000*l.* under the Minute of 19th March, 1906, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in subsidies to higher-class schools, and about 23,000*l.* in subsidies to higher departments of State-aided schools. These subsidies are in certain cases conditional upon the provision of free places for bursars and other scholars. The larger portion of what remains is allocated for bursaries and travelling expenses. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year.

Grants under the Minute of 27th April, 1899.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland. In terms of the Minute of 27th April, 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1905–1906, and the sum available for the year 1906–1907 were allocated as follows:—

	1905–1906. £	s.	d.	1906–1907. £	s.	d.
Inspection of Higher Class Schools, and Leaving Certificate Examination (Paragraph 1) - - -	2,000	0	0	2,000	0	0
Agricultural Education (Paragraph 2)	2,000	0	0	2,000	0	0
Grants to Higher Class Secondary and Technical Schools (Paragraph 3) -	32,100	0	0	33,937	19	11*
Fund established under Paragraph 6 of Minute - - - - - -	2,051	19	8			
TOTALS - - -	38,151	19	8	37,937	19	11

Grants amounting to 22,277*l.* 0*s.* 10*d.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings in connection with, and the establishment of, institutions for giving secondary and technical education. Details of the grants under paragraphs 2, 3 and 6 will be found in the Report on Secondary Education.

In determining the grants under paragraph 3 of the Minute, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 750*l.* was allowed in respect

* The grant in respect of one school under Paragraph 3 being still under consideration, the allocation as between this Paragraph and Paragraph 6 of the Minute cannot at present be stated.

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of the year 1905–1906, but for the year 1906–1907 this limit was raised to 850*l*. The grants to schools, which would otherwise have received less than 400*l*. were augmented to that sum.

Leaving Certificate Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the fact that the examination is now held annually at nearly 300 centres, extending over the whole of Scotland. Full details with regard to last year's examination, will be found in the Report on Secondary Education issued in October last.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.*

Instruction in Science and Art.

On the transfer of the administration of Science and Art Grants in Scotland to this Department, certain desirable changes in the organization of Secondary Education in the country were made whereby instruction in the subjects of Science and Art found a definite place and purpose in the general curriculum of the school. In considering, however, the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education such as is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have already completed their school career, and who, while engaged in

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* Amongst these we may name:
The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council † (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

† The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

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some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

In Schools under the Code.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Public Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction in a certain limited number of schools, known as Higher Grade Schools, of the pupils who have shown their fitness for more advanced instruction, the curriculum of these Schools including a reasonable but not excessive infusion of the subjects for which Science and Art grants were formerly paid. The recent development in the curriculum of Higher Grade Schools, which has been rendered possible by the passing of the Education (Scotland) Act, 1901, is referred to on page 17 of this report.

In Secondary Schools.

Secondary schools are, as already indicated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects. It is our desire to foster instruction in Science and Art in Higher Class Public Schools, and in other similar schools not in receipt of grant under the provisions of the Code, in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 30th May, 1903, have been devised, and have met with general approval, 55 schools having applied for, and having been accorded, recognition during the last year. In 50 of these the curriculum includes Drawing in addition to Science, in 28 Educational Handwork is taught, while in 23 schools subjects of Practical Household Economy are taken.

IX.—*Continuation Classes.*

Continuation Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities.

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The following table shows the number of approved separate centres for Continuation Classes and the main divisions of classes, in respect of the current session and the two preceding sessions:—

Session.	Separate Centres.	Divisions of Classes.			
		I.	II.	III.	IV.
1904-1905 - - -	761	441	644	75	116
1905-1906 - - -	748	405	634	96	115
1906-1907 - - -	772	390	643	98	122

Ten Institutions have been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special minutes (applicable to each institution) to which the consent of the Treasury has been given, viz.:—Aberdeen Gordon's College and Gray's School of Art, Aberdeen and North of Scotland College of Agriculture, Dundee Technical Institute, Edinburgh and East of Scotland College of Agriculture, Edinburgh Heriot-Watt College, Glasgow and West of Scotland Technical College, Glasgow Athenæum Commercial College, Glasgow School of Art, Leith Nautical College, and the West of Scotland Agricultural College. The character of the instruction will be gathered from the Reports on these important institutions to be found in the Appendix.

Of the 365 separate bodies of Managers responsible for Continuation Classes during the session 1906–1907, 322 were School Boards. The other Local Authorities recognised for Educational purposes included four Secondary Education Committees and three County Councils. Generous support in aid of Continuation Classes is also given by various other municipalities.

The number of separate centres varies little from year to year. Of the 772 centres recognised during the current session, 153 are new, indicating that recognised classes at 129 centres, existing in 1905–06, have been dropped. The instability of the classes in rural districts would appear to be primarily responsible for these fluctuations. It may be of interest to record that, whereas the County of Lanark easily heads the list with 146 centres, followed by Fife 85, Ayr 72, Edinburgh 58, Aberdeen 55, Renfrew 51, and Stirling 42, there are no less than 17 counties with fewer than 10 centres. It is also matter for regret that at 65 centres, where it was proposed to institute classes, the proposals fell through, either before any actual meetings of the classes, or after a trial of a few weeks. This may be due to varying circumstances, such as remoteness of district, but it would appear to be in a large measure attributable to the fact that young people in various localities do not realize the value of the opportunities offered for educational advancement. In the case of 97 centres (90 being in rural

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districts) we have sanctioned, where good reason has been shown, a shortened session, instead of the normal period of 20 weeks.

The Continuation Class Code of 1906 provided a scheme of instruction for the preparatory classes under Division I. more closely related to the instruction given in Supplementary Courses under the Day School Code. But such classes are intended to serve a temporary purpose only. We look forward, however, to the time, when, as a result of a more thorough previous general education in the day school, pupils will be in a position to profit by the specialized instruction provided under the other divisions of the Code without the necessity of undergoing further preparatory training.

The number of classes established for specialized instruction under Division II. is slightly in advance of the number recognised last session. It is also gratifying to record that the number of classes placed under Division III. is well maintained. Great interest continues to be shown in submitting schemes of work more adapted to local needs, and there is a marked tendency towards an improved correlation of work. In some cases an improvement is observable in a more satisfactory organization of classes within burghs, both as between those under the same management and those under different management. The adoption in all large centres of a co-ordinated system of instruction for Continuation Class pupils from the time of leaving the day school is desirable in the interests alike of the students and of education.

Attendance at the Auxiliary or Recreative Classes under Division IV. shows little change from one session to another. Of such classes, those for Physical Training appear to be the most popular. But it is disappointing to find a disposition on the part of far too many of the students to overlook the obvious advantages of attending also classes of a strictly educational character. We trust that school managers will do all in their power to encourage such attendance.

For pupil-teachers, 70 special courses in Drawing and 32 in Science are provided at different centres. In the case of Certificated and Assistant Teachers also, 14 classes (13 being in Drawing) have been exceptionally recognised as equivalent to courses conducted under Article 55 of the Regulations for the Training of Teachers, for the purpose of the award of marks at the Acting Teachers' Examination.

Grants for Local Scholarships, amounting to 1,073*l.* 10*s.* 4*d.*, have been made in aid of the provision of 27 Senior Scholarships and 498 Junior Scholarships. Further particulars of these will be found in the Appendix.

Reports on Continuation Classes by His Majesty's Chief Inspectors of Schools, and the detailed statistics relating to the classes on account of which grants have been paid in the financial year ended 31st March, 1907, will be published in the Appendix.

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Residue Grant and Technical Education.

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth, and in the case of parishes in certain Highland counties one-eighth, at least of the expenditure upon such classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the central institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900 (when a sum of 87,600*l.* 3*s.* 0*d.* was paid), consequent upon a reduction of the receipts from the Customs and Excise Duties. In the years 1904, 1905, and 1906, the amounts available were 68,968*l.* 12*s.* 11*d.*, 61,915*l.* 8*s.* 4*d.*, and 59,163*l.* 9*s.* 5*d.*, respectively. The Return recently submitted to Parliament for the year 1905–1906 deals with the sum of 61,915*l.* 8*s.* 4*d.*, the grant distributed in respect of the year ended 15th May, 1906. Of this amount 13,600*l.* 7*s.* 11*d.* was allocated by local authorities to the relief of rates, while 48,315*l.* 0*s.* 5*d.* was allocated for purposes of technical education, representing about 78 per cent. of the total sum available, as compared with 76 per cent. in the preceding year

This sum of 48,315*l.* 0*s.* 5*d.* was augmented from unexpended balances and other sources to the sum of 59,183*l.* 10*s.* 3*d.* of which 50,949*l.* 9*s.* 9½*d.* was expended during the year, leaving a balance (reserved for purposes of technical education) of 8,234*l.* 0*s.* 5½*d.* as against last year's balance of 8,398*l.* 15*s.* 4½*d.* It would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

Application of the Residue Grant.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage. It is necessary to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, it is desirable that more adequate support should be given to technical colleges and other central institutions, which, by carrying technical art and agricultural education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

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X.—*Agriculture.*

Agricultural Colleges.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and land-owners. To the bodies of Governors so constituted, we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible or desirable to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. Such a possibility has been kept carefully in view in framing Articles 40 and 47 of the new Regulations by which the training of future teachers will be governed. When it is desired that opportunity should be afforded to existing teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article 55 of the Regulations. Such classes for the instruction of teachers in matters appertaining to Agriculture would as a rule be held at the central Agricultural Institutions under the general direction of the Managers thereof, subject, however, to the approval of the Provincial Committee. But the funds for the maintenance of such classes should be provided in the manner specified in Article 66 of the Regulations. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place, by making the results of scientific research known as widely as possible among the farming community by suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

Details as to the work overtaken and the grants paid to the Agricultural Colleges in respect of the year 1905–1906, will be published in the Appendix.

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XI.—*The Royal Scottish Museum, Edinburgh.*

The Royal Scottish Museum, Edinburgh.

The attendance of visitors at the Museum during the year was 451,466, a number exceeding that of the previous year by 10,000.

The increasing extent to which the collections in all the departments of the Museum continue to be utilized for systematic study and scientific research renders it a matter of great urgency that suitable accommodation should be provided for those who visit the Museum for such purposes.

In the course of the year the lighting of the Museum has been improved by the installation of arc lamps in the galleries on the first floor. This and other improvements, which have recently been carried out by H.M. Office of Works, have materially added to the comfort and convenience of visitors.

It is also satisfactory to be able to report that plans have been prepared by H.M. Office of Works with a view to immediately remedying the grave defects in the present method of heating and ventilating the buildings.

In the course of the year important additions have been made to the collections in all departments of the Museum, and many improvements have been effected in the arrangement of specimens.

In the Art and Ethnographical Department, valuable contributions to the collection of Egyptian antiquities have been received from the President and Committee of the Egypt Exploration Fund and from Professor Flinders Petrie, and the Ethnographical Section of this department has been enriched by the purchase of important collections from Central Africa and the Gold Coast.

The additions to the Natural History Department by purchase and gift numbered nearly 10,000. They include a magnificent giraffe, shot by Lord Hindlip in British East Africa, and presented by him to the Museum, and a collection of nearly 200 birds' skins—some of great rarity—the gift of the Hon. Walter Rothschild. The Museum is also indebted to Miss Rimmer for a large collection of shells of Mollusca, formed by her father, the late Mr. Richard Rimmer of Dalawoodie, Dumfries.

In the Technological Department, attention has been concentrated mainly on the development of the collection of models and appliances designed to illustrate coal mining, but important additions have also been made to the collection of railway models and applicances in the Machinery Section of the Department.

The additions to the Museum Library by donation and purchase numbered 380 volumes. The Library continues to be largely taken advantage of by Art Students and others.

(Signed) CREWE.

JOHN SINCLAIR.

J. STRUTHERS, *Secretary.*

Scotch Education Department,
the 23rd day of May, 1907.

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APPENDIX TO REPORT.

PART I.

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LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1901; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes are printed in italic.*
4. The *counties* are arranged in alphabetical order.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen	313,825	92	Kinross	7,109	6
Argyll	74,241	46	Kirkcudbright	39,511	30
Ayr	254,778	52	Lanark	1,314,810	50
Banff	61,789	25	Linlithgow	66,443	12
Berwick	31,128	32	Nairn	8,721	5
Bute	18,787	6	Orkney	28,699	20
Caithness	38,870	12	Peebles	15,034	14
Clackmannan	31,907	6	Perth	123,546	78
Dumbarton	113,989	14	Renfrew	293,192	22
Dumfries	72,571	45	Ross and Cromarty	76,450	35
Edinburgh	485,061	30	Roxburgh	48,500	32
Elgin	44,499	21	Selkirk	23,388	9
Fife	218,840	69	Shetland	28,166	12
Forfar	284,082	60	Stirling	141,948	24
Haddington	38,665	26	Sutherland	21,440	13
Inverness	90,075	37	Wigtown	32,557	18
Kincardine	31,587	19	Totals	4,472,103	972

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LIST.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[92.]* ABERDEEN.	*313,325*		1873.		
ABERDEEN (Burgh) -	153,503	15	29 Mar.	T. Hector -	22, Union Terrace, Aberdeen.
Aberdour - - -	1,476	5	4 Apr.	W. Chapman -	Woodhead, New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,477	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeenshire.
Alford - - -	1,486	5	18 Mar.	J. Reid - -	Alford, Aberdeen.
Ardallie - - -	1,080	5	2 Apr.	G. Pirie - -	North of Scotland Bank, Ltd., Ellon.
Auchindoir and Kearn	1,216	5	24 Mar.	J. Paterson, Jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,623	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless Station, Aberdeenshire.
Belhelvie - - -	1,614	7	15 „	R. Rae - -	Balmedie, Aberdeen.
Birse - - - -	1,085	5	19 „	A. Ross - -	Parish Council Office, Birse, Aboyne, Aberdeenshire.
Bourtie - - -	408	5	19 „	W. Moir, Jun. -	Shadowside, Bourtie, Old Meldrum, Aberdeen.
Cairney - - -	1,283	5	11 „	J. Barclay -	Binhall, Cairney, Huntly.
Chapel of Garioch -	1,472	7	5 „	J. Diack, Jun.	Pittodrie, Pitcaple, Aberdeen.
Clatt - - - -	425	5	10 „	G. Spence -	Kirkton, Clatt, Kennethmont, Aberdeenshire.
Cluny - - - -	1,207	5	16 May	P. Crighton -	Sauchen, Aberdeen.
Coull - - - -	422	5	29 Mar.	W. Kennedy -	Springbank, Coull, Aboyne, Aberdeenshire.
Crathie and Braemar -	1,442	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - - -	735	5	12 „	W. Clubb, Jun.	Elliewell, Crimond, Peterhead.
Cruden - - -	3,060	7	29 Mar.	A. Bruce - -	Port Errol, Aberdeenshire.
Culsalmond - -	683	5	20 „	J. Duguid -	St. Sairs, Insch.
Daviot - - -	730	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum, Aberdeen.
Drumblade - - -	948	5	14 „	W. Leslie -	11, Castle Street, Huntly.
Drumoak - - -	865	5	8 „	J. Merson -	High Street, Banchory, Kincardineshire.
Dyce - - - -	1,482	5	24 Mar.	J. Thom - -	Upper Kirkton, Dyce, Aberdeen.
Echt - - - -	1,249	5	10 May	J. Coutts -	Waterton, Dunecht, Aberdeen.
Ellon - - - -	3,395	7	8 Apr.	A. J. Raeburn -	Ellon.
Fintray - - -	866	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.

* The figures in brackets [ ] indicate the number of School Boards in each county.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
gue - - - -	1,107	5	5 Apr.	G. Winton -	Forgue, Huntly.
eran - - - -	1,793	7	19 „	L. Tait - -	Old Mill, Foveran, Newburgh, Aberdeen.
serburgh (including own).	9,715	7	15 „	A. Henderson -	13, Frithside Street, Fraserburgh.
ie - - - - -	2,699	9	13 Mar.	W. Thomson -	Fyvie, Aberdeenshire.
tly - - - -	862	5	17 Apr.	W. Grant -	Faichhill, Gartly, Aberdeenshire.
ss - - - - -	809	5	10 „	T. Gauld -	Blairmore Cottage, Glass, Huntly.
nbucket - -	403	5	24 Mar.	J. Callan -	Newton, Glenbucket, Gartly, Aberdeenshire.
ngairn - - -	207	5	12 Apr.	J. Beaton -	North of Scotland Bank, Ballater, Aberdeenshire.
nmuick and Tullich	2,162	5	5 Apr.	J. Simpson -	Union Bank of Scotland, Ballater, Aberdeenshire.
ntly (including Town)	4,899	9	10 „	W. Leslie -	11, Castle Street, Huntly.
ch - - - - -	1,408	5	14 Mar.	W. A. Macdonald.	High Street, Insch.
erurie (including urgh).	3,491	7	13 „	A. J. Smith -	7 West High Street, Inverurie.
g - - - - -	626	5	3 Apr.	W. Anderson -	West Cividley, Keig, Whitehouse, Aberdeen.
thhall and Kinkell	803	5	1 „	J. McGlashan -	Keithhall, Inverurie.
nnay - - -	2,084	5	22 „	A. Whyte -	Kemnay, Aberdeen.
nnethmont - -	920	5	4 „	J. Reid - -	Flinder, Insch.
drummy - -	574	5	22 „	J. Milne - -	Milton, Kildrummy, Mossat, Aberdeenshire.
icardine O'Neil -	2,095	5	28 „	J. McLaggan -	Town and County Bank, Torphins, Aberdeenshire.
g Edward - -	897	5	29 Mar.	P. Duncan -	Balchers, King Edward, Banff.
inmonth (School District, § 17, parts of onmay, Strichen, ld Deer and Longside).	918	5	1874. 18 Apr.	G. Davidson -	Longside, Aberdeen.
nnellar - - -	551	5	1873. 15 Sept.*	N. Smith -	Blackburn, Aberdeen.
ntore (including Burgh).	2,553	5	1 Apr.	J. C. Innes - -	Port Elphinstone, Inverurie.
ochel-Cushnie - -	1,290	7	27 Mar.	P.R.D. Williams	Milton of Cushnie, Alford, Aberdeen.
slie - - - -	443	5	4 Apr.	J. Anderson -	Bogs of Leslie, Insch.
gie-Buchan - -	651	5	5 „	G. Pirie - -	North of Scotland Bank, Ellon.
gie-Coldstone - -	962	5	31 Mar.	A. Farquharson	Loanhead, Dinnet, Aberdeenshire.
ngside - - -	2,697	7	19 Apr.	G. Davidson -	Longside, Aberdeen.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 2nd March.

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Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Lonmay	1,622	5	19 Apr.	J. W. Forbes	Lonmay, Aberdeenshire.
Lumphanan	966	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeenshire
Meldrum	1,855	7	9 „	W. Baxter	Town and County Bank, Old Meldrum, Aberdeen.
Methlick	1,692	5	7 „	J. Allan	Methlick, Aberdeen
Midmar	1,000	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex	1,207	5	16 Apr.	W. Thomson	Town and County Bank, Ltd., Fyvie, Aberdeenshire.
Monquhitter	2,170	7	20 Mar.	P. Cowie	Netherton, Monquhitter, Turriff.
Monymusk	1,106	5	27 „	R. Grant	Pitfichie, Monymusk, Aberdeen.
New Byth	1,644	7	12 Apr.	W. Fraser	New Byth, Turriff.
New Deer	3,619	7	8 „	W. Watt	Church Crescent, New Deer, Aberdeen
Newhills	5,753	7	19 „	Rev. J. Wiseman.	Bucksburn, Aberdeenshire.
New Machar	1,393	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberdeen
New Pitsligo	2,332	7	29 Mar.	G. Robertson	Church Hill, New Pitsligo, Aberdeen
Old Deer	3,144	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station, Aberdeenshire.
Old Machar	1,457	5	19 „	A. Webster	139, King Street, Aberdeen.
Oyne	770	5	31 Mar.	J. Diack, Junr.	Pittodrie, Pitcaple, Aberdeenshire.
Peterculter	4,940	7	26 Apr.	A. Sands	8, Golden Square, Aberdeen.
PETERHEAD (Burgh)	11,794	9	14 „	T. Mackie	Court House, Peterhead.
Peterhead (Landward)	3,352	7	10 May	T. Mackie	Court House, Peterhead.
Pitsligo	2,307	5	5 July	F. C. Grant	Union Bank, Rosehearty, Fraserburgh.
Premnay	926	5	15 Mar.	A. Mennie	Auchleven, Premnay, Insch.
Rathen	2,577	7	3 May	G. Dawson	Memsie House, By Fraserburgh.
Rayne	1,097	5	11 Mar.	J. Wight	Durno, Pitcaple, Aberdeenshire.
Rhynie	1,005	5	9 Apr.	R. Bremner	Rhynie, Aberdeenshire.
St. Fergus	1,194	5	10 „	D. S. Malcolm	Peterhead.
Savoch	1,736	5	7 „	G. Knox	Auchnagatt, Aberdeenshire.
Skene	1,546	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	936	5	17 „	J. Sangster	Slains, Ellon.
Strathdon	1,096	5	10 Mar.	R. P. Mowat	Forbeston, Strathdon, Aberdeenshire

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Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
ichen - - -	2,033	5	19 Apr.	W. Cheyne -	79, High Street, Fraserburgh.
rland - - -	733	5	2 „	W. Thomson -	Tarland, Aboyne, Aberdeenshire.
rves - - -	2,101	5	4 „	J. Anderson -	Tarves, Aberdeen.
gh - - - -	675	5	19 „	J. Davidson -	Whitehouse, Aberdeen.
rie - - - -	938	5	11 Mar.	J. Thomson -	Belnaboth, Glenkindie, Gartly, Aberdeenshire.
llynessle and Forbes	903	5	17 „	J. Lawson -	Scotsmill, Tullynessle, Alford, Aberdeen.
riff - - -	4,139	7	12 Apr.	W. F. Stewart	High Street, Turriff.
rie - - -	747	5	19 „	J. Merson -	Cairnmourning, Tyrie, Fraserburgh.
ay - - - -	1,564	5	5 „	T. Duguid -	Mosshead, Udny, Aberdeen.
an Wells -	1,005	5	3 May	J. Stephen -	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
46.] ARGYLL.	*74,241*				
aracle - - -	1,199	7	25 June	A. D. Gillies -	Laga, Salen, Ardgour, Argyllshire.
ichattan and Muckirn.	2,126	5	8 May	A. M. Sinclair	Taynuilt, Argyllshire.
lgour - - -	547	5	1895. 24 Apr.†	N. B. Mackenzie, Junr.	Estate Offices, Fort William.
namurchan - -	835	5	1873. 18 June	A. D. McKenzie	Swordle, Ardnamurchan, Oban
MPBELTOWN (Burgh)	8,286	7	27 Mar.	D. M. Maxtone	Campbeltown.
mpbeltown (Landward).	1,950	5	4 Apr.	J. Lothian -	Argyll Street, Campbeltown.
- - - - -	432	5	17 „	Rev. D. McEchern.	The Manse, Coll, Oban.
nsay and Oronsay	313	5	15 Sept.‡	A. McNeill -	Colonsay, Greenock.
gnish - - -	327	5	19 Apr.	T. Kay - -	Ardfern, Argyllshire.
ilodden - - -	629	5	29 July	G. Scott - -	Chamberlain's Office, Inveraray.
oon and Kilmun -	10,468	9	12 Apr.	D. Anderson -	Victoria House, Dunoon.
a and Cara - -	374	5	3 „	W. W. Philip -	Gigha, Argyllshire.
sary - - -	1,185	5	15 „	A. Dewar -	Lochgilphead.
aray (including rgh of Inveraray).	1,118	5	26 Mar.	A. McArthur -	National Bank, Inveraray.
orchy and Inishail	1,034	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
raray (Burgh), nited to Glenaray).	—	—	—	——	——

Achaleven Combination—*A. McLaine, 22, Alexandra Place, Oban.*
†Date is regulated by that for Kilmallie, viz., 9th April.
‡Date of nomination by Board of Education, no election having taken place. Date originally fixed, April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk	Postal Address.
ARGYLL—*cont.*			1873.		
Inverchaolain	334	5	18 Apr.	Rev. G. A. Stalker.	Manse of Inverchaolain, Toward Point, Argyllshire.
Jura	625	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,568	5	8 May	A. Cowan	Easdale, Oban.
Kilcalmonell	495	5	15 July	H. Mundell	Tarbert, Lochfyne.
Kilchoman	2,360	7	2 Apr.	M. Mactaggart	Bowmore, Argyllshire.
Kilchrenan and Dalavich.	554	5	18 „	D. McIntyre	Kilchrenan, Argyllshire.
Kildalton	1,872	5	26 „	D. McKenzie	Port Ellen.
Kilfinan	1,915	5	12 Mar.	D. Kerr	Tigh-na-bruaich, Argyllshire.
Kilfinichen and Kilvickeon.	1,529	5	12 May	A. M. McGregor, Jun., and A. McGregor (*Joint Clerks*).	Kilfinichen, Bunessan, Oban.
Killarrow and Kilmeny	2,635	7	26 Mar.	M. Mactaggart	Bowmore, Argyllshire.
Killean and Kilchenzie	1,078	5	8 Apr.	N. MacCallum	Lochend House, Campbeltown.
Kilmartin	663	5	21 Mar.	M. B. Cordiner	School House, Kilmartin, Argyllshire
Kilmodan	387	5	28 „	J. MacInnes	Glendaruel, Colintraive, Argyllshire
Kilmore and Kilbride (exclusive of Burgh of Oban).	874	5	6 May	D. MacGregor	Albany Street, Oban.
Kilninian and Kilmore	2,167	7	8 Apr.	H. Morison	Tobermory, Argyllshire.
Kilninver and Kilmelford.	357	5	5 May	Rev. J. A. Nicholls.	The Manse, Kilmelford, Argyllshire
Lismore and Appin	3,707	7	9 „	D. Macintyre	Port Appin, Argyllshire.
Lochgilphead	3,560	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhead and Kilmorich.	671	5	23 Apr.	R. Brown	149, West George Street, Glasgow.
Morvern	730	5	8 „	A. McLaine	22, Alexandra Place, Oban.
North Knapdale	768	5	2 May	H. McDiarmid	48, Argyll Street, Lochgilphead.
OBAN (Burgh)	5,427	7	14 Mar.	W. Jolly	Columba Buildings, Oban.
Saddell and Skipness	1,087	5	14 May	J. MacKinven	Carradale, Argyllshire.
Salen	441	5	2 July	J. MacLachlan	Tobermory, Argyllshire.
Southend	732	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	733	7	25 „	A. L. MacGilp	Ardrishaig, Argyllshire.
Strachur and Stralachlan.	734	5	15 Sept.*	M. Morrison	Inverglen, Strachur, Greenock.
Strontian	519	5	18 July	N. B. Mackenzie.	British Linen Bank Buildings, F William.

* Date of nomination by Board of Education, no election having taken place. Date originally fix 28th May.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Tarbert - - -	2,126	5	8 July	J. R. Young - (*interim*)	65, Bath Street, Glasgow.
Tiree - - -	575	5	13 May	A. McLaine. -	22, Alexandra Place, Oban.
Tyree - - - -	2,195	7	28 Mar.	M. McLean -	Kirkapool, Tyree, Oban.
[52.] AYR.	*54,975*				
Alloway - - -	968	5	23 Mar.	D. Gray * -	Alloway, Ayr.
Ardrossan - - -	11,845	7	5 Apr.	J. Cook - -	Town Clerk's Office, Ardrossan.
Auchinleck - -	6,605	7	14 Mar.	J. Thomson -	Parish Council Office, Auchinleck, Ayrshire.
AYR (Burgh) - -	28,697	9	10 May	J. H. Goudie (*Interim*)	Wellington Chambers, Ayr.
Ayr (Landward) - -	1,043	5	30 Oct.†	D. Gray - -	Alloway, Ayr.
Ballantrae - - -	1,124	5	8 May	J. R. G. Phillips, Jun.	Ballantrae, Ayrshire.
Barr - - - - -	581	5	12 Apr.	A. Caldwell -	Barr, Girvan.
Beith - - - -	7,523	7	11 „	A. & W. Stewart (*Joint Clerks*)	Commercial Bank Buildings, Beith.
Colmonell - - -	1,954	5	23 „	G. Rowan -	Ballochmorrie, Daljarrock, Ayrshire
Ceylton - - -	2,542	7	26 „	J. Hay, Junr. -	2, Barns Street, Ayr.
Craigie - - -	509	5	17 May	A. McFarlane -	Craigie, Kilmarnock.
Crosshill - - -	1,108	5	18 Apr.	J. Cooper -	King Street, Crosshill, Maybole.
Dailly - - -	1,673	5	22 Mar.	W. G. Wilson -	Dalquharran, Dailly, Ayrshire.
Dalmellington - -	5,281	7	26 „	A. S. Glass -	Dalmellington, Ayrshire.
Dalry - - - -	8,212	9	29 Apr.	P. Comrie -	New Street, Dalry, Ayrshire.
Dalrymple - - -	1,208	5	3 „	W. Clark -	Dalrymple, Ayr.
Dreghorn - - -	4,332	7	3 „	N. Auld - -	Bankhead, Kilmarnock.
Dundonald - - -	6,441	7	5 „	R. Young -	Town Clerk's Office, Troon.
Dunlop - - -	1,542	5	18 Mar.	J. G. Wyllie -	Post Office, Dunlop, Kilmarnock.
Fenwick - - -	1,063	5	25 „	J. Currie - -	Post Office, Fenwick, Kilmarnock.
Galston - - -	6,979	7	22 „	R. Blair - -	British Linen Company Bank, Galston, Ayrshire.
GIRVAN (Town) - -	3,311	7	18 Apr.	T. G. Tait -	Girvan.
Girvan (Landward) -	1,561	5	18 „	A. Dunlop -	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) - -	9,618	7	27 Mar.	W. C. Wilson -	Irvine.
Irvine (Landward) -	1,649	5	14 Apr.	A. F. McJannet	British Linen Bank, Irvine.

* Also clerk to combined Board of Alloway and Ayr (Landward).
† Date of nomination by Board of Education, no election having taken place. No date fixed.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Kilbirnie	7,207	7	29 Mar.	J. Lusk	Clydesdale Bank, Dalry.
KILMARNOCK (Burgh)	34,165	9	15 „	J. P. Stevenson	Kilmarnock.
Kilmarnock (Landward)	1,992	7	21 „	J. P. Stevenson	Kilmarnock.
Kilmaurs	4,549	7	10 Apr.	D. Carruthers	2, Market Lane, Kilmarnock.
*Kilwinning	8,125	7	10 „	R. C. King D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning, Ayrshire.
Kirkmichael	854	5	17 „	W. Dunn	High Woodstone, Dalrymple, Ayrshire.
Kirkoswald	1,411	5	19 „	W. A. Templeton	Post Office, Kirkoswald, Maybole.
Largs	4,405	7	20 Mar.	R. Wood	Bath Street, Largs, Ayrshire.
Loudoun	8,205	7	14 „	A. Cameron	Newmilns, Ayrshire.
Mauchline	2,572	5	15 „	J. D. Macmillan	Mauchline.
Maybole (combined District).	7,503	7	5 & 12 Apr	P. Paterson	Maybole.
Monkton and Prestwick	3,854	7	19 Apr.	H. Boyd, Jun.	Prestwick, Ayrshire.
Muirkirk	5,670	7	29 Mar.	R. A. Leslie	Wellwood Street, Muirkirk, Ayrshire.
New Cumnock	5,367	7	22 „	W. Tweedie	School Board Office, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree	1,932	5	29 Mar.	A. Urquhart	Ochiltree, Cumnock.
Old Cumnock	5,144	7	27 „	A. Brakenridge	Glaisnock Street, Cumnock.
Riccarton	5,065	7	29 „	J. D. Mackintosh	49 John Finnie Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr (Landward))	1,219	5	10 May	J. Fergie	Gibbsyard, St. Quivox, Ayr.
Skelmorlie	1,401	5	28 Mar.	A. M. Mackintosh	Clydesdale Bank, Skelmorlie, Ayrshire.
Sorn	3,607	7	5 Apr.	J. Beveridge (*Interim*)	St. Germain Street, Catrine, Ayrshire.
Stair	1,175	5	3 „	R. Sloan	Keyshill, Stair, Mauchline.
Stevenston	9,497	7	12 „	A. Wilson	Stevenston, Ayrshire.
*Stewarton	3,958	7	2 „	J. J. Love	Stewarton, Ayrshire.
Straiton	1,016	5	29 Mar.	J. McFadzean	Straiton, Maybole.
Symington	592	5	28 „	D. Carruthers	2, Market Lane, Kilmarnock.
Tarbolton	3,961	7	14 Apr.	A. Guthrie	Tarbolton, Ayr.
West Kilbride	2,978	5	2 „	G. McNee	Gateside, West Kilbride, Ayrshire.

* Auchentiber Combination—*R. C. King, Kilwinning, Ayrshire.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[25.] BANFF.	*61,789*		1873.		
Aberlour	2,538	5	8 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
Alvah	1,155	5	26 „	J. MacWilliam	Deuchries, Alvah, Banff.
BANFF (Burgh)	3,732	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q. S. Par. of Ord, united under § 17) (Landward).	1,169	5	19 Apr.	J. Donald	Newton of Deershaw, Alvah, Banff.
Boharm	1,128	5	17	Thurburn and Fleming.	Keith.
Botriphnie	754	5	3 May	Thurburn and Fleming.	Keith.
Boyndie	1,843	5	25 Apr.	J. McCulloch	Whitehills, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cabrach	581	5	12 Apr.	J. L. Craig	Dufftown, Banffshire.
Cullen	2,116	7	26 „	W. C. Paterson	Seafield Street, Cullen, Banffshire.
Deskford	714	5	7 May	R. Cruickshank	Berryhillock, Deskford, Cullen, Banffshire.
Enzie	2,277	5	13 „	A. J. Taylor	Post Office, Enzie, Buckie.
Fordyce	3,941	7	16 Apr.	W. Ingram	Portsoy, Banffshire.
Forglen	653	5	31 Mar.	J. L. Keith	Turriff.
Gamrie	6,409	9	21 Apr.	A. George	Town Clerk's Office, Macduff.
Glenrinnes	337	5	17 Mar.	Rev. C. Bruce	Glenrinnes, Dufftown, Banffshire.
Grange	1,673	5	12 Apr.	J. Clarke	Croftgib, Grange, Keith.
Inveravon	2,201	7	31 Mar.	W. Phimister	Drumin, Glenlivet, Ballindalloch, Banffshire.
Inverkeithny	769	5	19 Apr.	R. Alexander	Ladybank, Inverkeithny, Turriff.
Keith	6,828	7	5 „	Thurburn and Fleming.	Keith.
Kirkmichael	1,035	5	10 „	C. Grant	Fordmouth, Tomintoul, Ballindalloch Banffshire.
Marnoch	2,784	7	26 „	W. Grant	33½, Main Street, Aberchirder, Banffshire.
Mortlach	3,170	7	12 „	A. Walkinshaw.	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill	642	5	15 Sept.*	A. Gray	Mill of Park, Ordiquhill, Banff.
Rathven (including Buckie).	12,088	9	15 Apr.	J. Macdonald	Cluny Square, Buckie.
Rothiemay	1,252	5	21 „	Thurburn and Fleming.	Keith.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[32.] BERWICK.	*31,128*		1873.		
Abbey St. Bathan's	213	5	22 Mar.	E. J. Wilson	Abbey St. Bathan's, Grantshouse, Berwickshire.
Ayton	1,629	5	13 „	G. M. Geddes	Ayton, Berwickshire.
Bunkle and Preston	629	5	25 Apr.	G. Mason	Bunkle, Edrom, Berwickshire.
Channelkirk	568	5	7 „	H. M. Liddell	Channelkirk, Lauder, Berwickshire.
Chirnside	1,580	5	31 Mar.	D. Denholm	Chirnside, Berwickshire.
Cockburnspath	982	5	5 Apr.	J. Stevenson	Cockburnspath, Berwickshire.
Coldingham	2,813	9	2 „	A. Macvie	Coldingham, Berwickshire.
Coldstream	2,281	7	31 Mar.	J. Porteous	Coldstream.
Cranshaws	159	5	19 Apr.	W. B. Tomison	Cranshaws, Duns.
Duns	3,199	7	13 Mar.	W. Home Waite	Duns.
Earlston	1,677	5	27 „	J. Steedman	Bank House, Earlston, Berwickshire.
Eccles	1,433	7	27 „	Dove & Stevenson.	Kelso.
Edrom	1,290	7	26 Feb.	J. B. Kellie	Duns.
Eyemouth	2,487	7	17 Mar.	J. Donaldson	Eyemouth, Berwickshire.
Fogo	445	5	14 Apr.	J. Duns	Duns.
Foulden	386	5	4 „	J. Shed	Rose Villa, Chirnside, Berwickshire.
Gordon	791	5	5 „	R. Anderson	Coltcrooks, Kelso.
Greenlaw	1,015	5	12 „	D. Leitch	Greenlaw, Berwickshire.
Hume and Stichill	615	5	8 „	A. L. McGregor	27, Woodmarket, Kelso.
Hutton	750	5	17 Mar.	A. P. Hope	Sunwick, Hutton, Berwick.
Ladykirk	316	5	10 Apr.	A. Porteous	Coldstream.
Langton	398	5	10 Mar.	W. Home Waite	Duns.
Lauder (including Burgh).	1,461	5	4 Apr.	G. L. Broomfield.	Lauder, Berwickshire.
Legerwood	431	5	10	R. Martin	Legerwood, Earlston, Berwickshire.
Longformacus	281	5	5 „	W. Home Waite	Duns.
Mertoun	576	5	12 „	J. Dodds	Mertoun, St. Boswell's, Newtown St. Boswell's.
Mordington	284	5	4 June	Rev. H. Fleming.	Mordington, Berwick.
Nenthorn	416	5	5 Apr.	W. C. Bradford	Nenthorn, Kelso.
Polwarth	203	5	22 Mar.	J. Duns	Duns.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Printon - - -	791	5	29 Mar.	A. M. Porteous	Coldstream.
Westruther - -	504	5	11 Apr.	G. Mill, Jun. -	Hindsidehill, Lauder, Berwickshire.
Whitsome - - -	525	5	21 „	G. Tweedie -	Duns.
[6.] BUTE.	*18,787*				
Cumbrae - - -	1,769	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Bute.
Kilbride - - -	2,518	5	18 Mar.	J. B. Sweet -	Lamlash, Isle of Arran.
Kilmory - - -	2,319	7	25 „	C. Sym - -	Tormore, Shiskine, Isle of Arran.
Kingarth - - -	1,056	5	4 Apr.	J. Mackinnon -	Town Clerk's Office, Rothesay.
North Bute - -	1,747	5	19 „	J. R. Thomson	5, High Street, Rothesay.
ROTHESAY (Burgh) -	9,378	7	27 Mar.	R. D. Whyte -	Rothesay.
[12.] CAITHNESS.	*33,870*				
Bower - - -	1,453	5	20 Mar.	R. S. W. Leith	County Buildings, Wick.
Canisbay - - -	2,606	7	27 „	D. K. Murray	Thurso.
Dunnet - - -	1,232	5	16 Apr.	A. Mackay -	Bank of Scotland, Thurso.
Halkirk - - -	2,355	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Keiss - - - -	1,110	5	10 „	A. Bruce -	County Buildings, Wick.
Latheron - - -	5,223	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
Olrig - - -	1,555	5	5 May	J. Gunn - -	Castletown, Thurso.
Reay - - - -	974	5	23 Apr.	Miss A. Macleod.	Reay, Thurso.
Thurso - - -	5,406	7	20 Mar.	J. W. Galloway, Junr.	Thurso.
Watten - - -	1,230	5	3 Apr.	W. Alexander -	Crommyquoy, Watten, Caithness.
†WICK (Burgh) - -	8,199	7	2 „	D. W. Georgeson.	Wick.
Wick (Landward) -	3,127	7	11 „	D. Leith - -	Wick.
[6.] CLACKMANNAN.	*31,907*				
‡ALLOA (Town) - -	11,486	9	14 Mar.	J. Cuthbert -	Candleriggs, Alloa.
Alloa (Landward) -	5,372	7	5 Apr.	J W. Moir -	20, Bank Street, Alloa.
Alva - - - -	5,641	7	5 „	J. Young - -	Royal Bank of Scotland, Alloa.
Clackmannan - -	2,444	7	25 Mar.	A. P. Moir -	20, Bank Street, Alloa.
Dollar - - - -	1,977	7	17 ,	R. M. Fraser -	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry - -	4,987	7	27 ,	T. J. Young -	Forrester Cottage, Tillicoultry, Clackmannanshire.

* **Murkle Combination**—*D. K. Murray, Thurso.*

† School Board area extended by Order of the Department dated 27th February, 1905, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in terms of the Wick Burgh Extension Order Confirmation Act, 1902.

‡ School Board area extended by Order of the Department dated 28th November, 1906, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in September, 1905, under the provisions of the Burgh Police (Scotland) Act, 1892.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[14.] DUMBARTON.	*113,939*		1873.		
Arrochar	605	5	8 May	M. H. Conley	Tarbet (Loch Lomond), Dumbartonshire.
Bonhill	14,581	9	12 Apr.	J. Brown	School Board Offices, Alexandria, Dumbartonshire.
Cardross	6,486	7	19 „	D. Shaw	Station Place, Renton, Dumbartonshire.
‖Cumbernauld	4,979	7	19 „	R. Short	Bank House, Cumbernauld, Glasgow.
§DUMBARTON (Burgh)	19,985	9	8 Mar.	A. Roberts	Municipal Buildings, Dumbarton.
Dumbarton (Landward)	220	5	10 Oct.*	G. Boyd	Dumbarton.
Kilmaronock	874	5	29 Mar.	J. Dunlop, LL.B.	179, West George Street, Glasgow.
† KIRKINTILLOCH (Town).	10,502	7	8 Apr.	D. Patrick	Kirkintilloch, Glasgow.
‖Kirkintilloch (Landward).	3,899	5	4 „	H. Hutcheson	115, Wellington Street, Glasgow.
Luss	572	5	9 May	G. R. Murray	Municipal Buildings, Helensburgh.
New or East Kilpatrick	10,815	7	10 Mar.	W. Higgins	"Killorn," Milngavie, Glasgow.
Old or West Kilpatrick	27,311	9	5 Apr.	J. McBride	63, Kilbowie Road, Clydebank, Glasgow.
Rosneath	1,923	5	28 Feb.	P. T. Kerr	Post Office, Kilcreggan, Dumbartonshire.
Row	11,187	7	11 Apr.	G. Maclachlan	Helensburgh.
[45.] DUMFRIES	*72,571*		1876.		
Annan (including Burgh)	5,378	7	11 Apr.	W. Roddick	Commercial Bank of Scotland, Annan.
Applegarth and Sibbaldbie.	807	5	1873. 12 Apr.	J. F. Cormack	Lockerbie.
Brydekirk	832	5	15 Sept.‡	F. W. Moffat	Kirtlebridge, Ecclefechan.
Caerlaverock	841	5	4 Apr.	J. Hunter	31, Castle Street, Dumfries.
Canonbie	1,959	7	14 „	J. Watson	Byreburn, Canonbie, Dumfriesshire.
Closeburn	1,275	5	31 Mar.	G. McFarlan	Closeburn, Thornhill
Cummertrees	938	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton	563	5	8 „	J. Hayes	Dormont Grange, Lockerbie.
Dornock	871	5	19 Apr.	M. Little	Annan.
Dryfesdale	3,130	7	28 „	D. McJerrow	Lockerbie.
DUMFRIES (Burgh)	13,239	9	15 Mar.	J. E. Blacklock	93, Irish Street, Dumfries.
Dumfries (Landward)	4,907	7	29 „	J. H. McGowan	Dumfries.

* Date of nomination by Board of Education, no election having taken place. No date fixed.
† Lenzie combination. *D. Miller, 48, West Regent Street, Glasgow.*
‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.
§ School Board area extended by Order of Department dated 31st December, 1901, under § 30 of the Education (Scotland) Act, 1878, to include the parts of the parishes of Cardross, Dumbarton (Landward), and Old Kilpatrick, annexed to Burgh in terms of Dumbarton Burgh Act, 1899.
‖ Condorrat combination. *J. Longwill, Bank House, Cumbernauld, Glasgow.*

Google

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
nscore - - -	1,055	5	8 Apr.	J. Laurie -	Dunscore, Auldgirth, Dumfriesshire.
risdeer - - -	970	5	8 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
kdalemuir - -	441	5	17 „	J. Malcolm -	Schoolhouse, Eskdalemuir, Langholm.
ves - - - -	261	5	18 „	J. C. Lyall -	Ewes, Langholm.
encairn - - -	1,490	5	17 Mar.	D. Corson -	Moniaive, Thornhill.
etna or Graitney -	1,250	5	25 „	T. H. McTaggart	Gretna, Carlisle.
lfmorton - -	346	5	18 „	A. K. Gibson -	Estate Office, Springkell, Ecclefechan.
ddam - - -	1,415	5	7 Apr.	D. Reid - -	Royal Bank, Ecclefechan.
lywood - -	938	5	12 „	A. Dobie -	Maxwelltown, Dumfries.
tton and Corrie -	663	5	14 „	W. & J. McClure	Clydesdale Bank, Lockerbie.
hnstone - - -	800	5	14 „	D. McJerrow -	Lockerbie.
eir - - - -	540	5	24 Mar.	W. Scott -	Keir Mill, Thornhill.
irkconnel - - -	1,248	5	17 Apr.	J. R. Wilson -	Sanquhar, Dumfriesshire.
irkmahoe - -	1,106	5	5 „	J. Carmont -	Kirkton, Kirkmahoe, Dumfries.
irkmichael - -	748	5	19 „	H. S. Gordon -	Dumfries.
irkpatrick Fleming -	1,466	5	7 „	J. B. Leslie -	East Lodge, Moosknow, Ecclefechan.
irkpatrick Juxta -	980	5	26 „	W. Tait - -	Moffat.
angholm - - -	3,500	7	27 Mar.	R. McGeorge -	Langholm.
ochmaben (including Burgh).	2,388	7	28 „	J. B. McNish -	48, Queen Street, Lochmaben, Dumfriesshire.
iddlebie - - -	1,823	5	25 „	W. Jardine -	Eaglesfield, Ecclefechan.
offat - - -	2,799	7	11 Apr.	W. Tait - -	Moffat.
orton - - -	1,872	5	10 „	D. Paterson -	West Morton Street, Thornhill.
ouswald - - -	475	5	3 Mar.	Rev. A. Angus	Mouswald, Ruthwell, Dumfriesshire,
enpont - - -	923	5	3 Apr.	J. Alexander -	2, West Morton Street, Thornhill.
uthwell - - -	766	5	24 Mar.	J. Kerss - -	Hope Cottage, Ruthwell, Dumfriesshire.
t. Mungo - - -	567	5	12 Apr.	W. & J. McClure	Clydesdale Bank, Lockerbie.
anquhar (including Burgh).	2,933	7	14 „	D. Paterson -	Thornhill.
inwald - - -	741	5	22 Mar.	Craig and Geddes	8, English Street, Dumfries.
orthorwald - -	779	5	21	Wilson and Watson	Dumfries.
undergarth - -	403	5	31	W. & J. McClure	Clydesdale Bank, Lockerbie.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Tynron	334	5	8 Apr.	J. Laurie	Tynron, Thornhill.
Wamphray	396	5	8 „	D. McJerrow	Lockerbie
Westerkirk	415	5	28 Mar.	R. McGeorge	Langholm.
[30.] EDINBURGH.	*488,061*				
Borthwick	1,237	7	14 Apr.	R. Stoddart	Gorebridge, Mid-Lothian.
Carrington	460	5	5 „	R. B. Brunton	Schoolhouse, Carrington, Gorebridge, Mid-Lothian.
Cockpen	3,720	7	19 „	D. B. Tod	Bonnyrigg, Lasswade.
Colinton	5,499	7	5 „	A. Shankie	Colinton, Mid-Lothian.
Corstorphine	2,725	5	18 „	J. E. Cowan	Manse Road, Corstorphine, Mid-Lothian.
†Cramond	3,041	7	18 Mar.	R. C. Bell	13, Hill Street, Edinburgh.
Cranston	846	5	5 Apr.	T. Hanton	White Hart Street, Dalkeith.
Crichton	810	5	4 „	J. Simpson	Pathhead, Ford, Dalkeith.
Currie	2,513	7	4 „	M. W. Scott	Currie, Mid-Lothian.
DALKEITH (Town)	6,753	7	15 Mar.	T. Sturrock	66, High Street, Dalkeith.
Dalkeith (Landward)	544	5	19 Apr.	C. B. Hutchison	Estates Office, Dalkeith Park, Dalkeith.
†Duddingston (Landward).	—	–	—	—	——
†EDINBURGH (City)	317,145	15	29 Mar.	G. W. Alexander, M.A.	Castle Terrace, Edinburgh.
Fala and Soutra	319	5	15 Sept.*	J. Duncan	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.
Glencorse	1,347	5	5 Apr.	C. H. Jones	Penicuik.
Heriot	417	5	17 „	W. Weir	Heriot, Mid-Lothian.
Inveresk (Landward)	2,939	7	28 Mar.	J. Robertson	17, Bridge Street, Musselburgh.
Kirknewton and East Calder.	3,221	7	19 June	J. Drummond	Mid-Calder.
Lasswade	9,708	7	5 Apr.	C. K. Brown	Eliza Bank, Loanhead, Mid-Lothian.
LEITH (Burgh)	77,439	13	9 „	R. Hardie	8, Links Place, Leith.
†Leith (Landward)	—	–	—	—	——
†Liberton	7,159	7	4 „	T. J. Cochrane	2, Abercromby Place, Edinburgh.
Mid-Calder	3,132	7	26 „	J. Drummond	Mid-Calder.
MUSSELBURGH (Burgh)	11,711	7	15 Mar.	J. Richardson	183, High Street, Musselburgh.
Newbattle	3,754	7	15 Apr.	A. Spark	16, Dean Park, Newtongrange, Mid-Lothian.

* Date of nomination by Board of Education; no election having taken place. Date originally fixed 19th April.

† By Order of the Secretary for Scotland, dated 12th May, 1902, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, the School Board district of Edinburgh was extended to include the whole of the School Board districts of Duddingston, Portobello (Burgh) and Leith (Landward), and the parts of the parishes of Cramond and Liberton [1] to the City of Edinburgh under that Order.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk	Postal Address.
EDINBURGH—*cont.*			1873.		
Newton - -	1,028	5	22 Mar.	W. M. Mowat	Alpha Cottage, Millerhill, Mid-Lothian.
Penicuik - - -	5,097	7	29 „	C. H. Jones -	Penicuik.
*PORTOBELLO (Burgh)	—	–	—	—	——
Ratho - - - -	1,946	5	14 Mar.	J. Anderson -	42, Frederick Street, Edinburgh.
Stobhill - - -	3,514	7	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - - -	1,560	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple - - -	385	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	8,092	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.	*44,499*				
Alves - - - -	1,025	5	20 Mar.	C. G. Mackenzie	National Bank Buildings, Forres.
Bellie - - - -	1,801	5	14 Apr.	C. Gray - -	Fochabers.
Birnie - - - -	356	5	19 „	J. Wink - -	Elgin.
Cromdale - - -	3,229	7	25 Mar.	R. C. Lobban -	Carr Bridge, Inverness-shire.
Dallas - - -	738	5	21 Apr.	C. G. Mackenzie	High Street, Forres.
Drainie - - -	4,380	7	22 „	J. H. Glennie -	Lossiemouth, Morayshire.
Duffus - - -	4,065	7	9 „	J. S. George -	Hopeman, Elginshire.
Dyke - - - -	1,049	5	29 Mar.	C. G. Mackenzie	High Street, Forres.
Edinkillie - - -	869	5	26 Apr.	C. G. Mackenzie and W. Grant	High Street, Forres.
ELGIN (Burgh) - -	8,407	9	18 Mar.	E. D. Jameson	Bank House, Elgin.
Elgin (Landward) -	3,153	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
FORRES (Burgh) - -	4,313	7	28 Mar.	C. G. Mackenzie	High Street, Forres.
Forres (Landward) -	928	5	29 Apr.	C. G. Mackenzie and W. Grant.	High Street, Forres.
Kinloss - - -	929	5	3 May	C. G. Mackenzie	High Street, Forres.
Knockando - -	1,756	5	15 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
New Spynie - -	661	5	17 „	R. B. Gordon -	Elgin.
Rafford - - -	934	5	12 „	C. G. Mackenzie and W. Grant	High Street, Forres.
Rothes - - -	2,361	5	15 „	R. Cruickshank	Rothes, Morayshire.
†St. Andrews Lhanbryd	1,209	5	1 „	H. Stewart -	Royal Bank Buildings, Elgin.
Speymouth - - -	1,359	5	21 „	W. S. Murdoch	Garmouth, Morayshire.
Urquhart - - -	977	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.

* See † footnote on previous page.

† Cranloch Combination.—*W. Law*, 87, *High Street, Elgin.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[69.] FIFE.	*218,840*		1873.		
Abdie - - - -	664	5	15 Mar.	A. L. Milne -	Glenburnie, Newburgh, Fife.
Aberdour - - -	1,997	5	18 Apr.	J. Russell -	95, Hanover Street, Edinburgh.
Anstruther Easter -	1,190	5	8 „	A. C. Mackintosh.	Anstruther.
Anstruther Wester -	558	5	17 Mar.	D. Cook - -	Anstruther.
Auchterderran - -	3,068	7	28 „	R. Small - -	Lochgelly, Fife.
Auchtermuchty - -	1,884	7	15 Apr.	W. Oliphant -	Bank of Scotland, Auchtermuchty, Fife.
Auchtertool - -	742	5	21 „	M. Nicol - -	Kirk Wynd, Kirkcaldy.
Ballingry - - -	1,218	5	12 „	J. Henderson -	Lochcraig, Lochgelly, Fife.
Balmerino - - -	576	5	24 Mar.	W. Scott -	Gauldry, Dundee.
Beath - - - -	15,812	9	7 Apr.	J. Ross - -	147, High Street, Dunfermline.
BURNTISLAND (Burgh)	4,846	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward).	753	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron - - -	538	5	4 „	W. Morton -	Balcomie, Crail, Fife.
Carnbee - - -	852	5	17 May	J. Guthrie and C. H. Maxwell (*Joint Clerks*)	Anstruther.
Carnock - - -	1,349	5	19 Apr.	W. Bald - -	National Bank, Dunfermline.
Ceres - - -	1,450	5	5 „	J. Pearson -	Ceres, Cupar, Fife.
Collessie - - -	2,161	5	26 „	J. L. Anderson	Cupar, Fife.
Crail (including the *Island of May, pop.* 16).	1,534	5	29 Mar.	J. Guthrie -	Anstruther.
Creich - - -	297	5	17 „	G. J. Leslie -	Luthrie, Cupar, Fife.
Culross (including Burgh).	1,120	5	17 Apr.	A. Fraser -	Dunfermline.
Cults - - - -	581	5	2 „	J. Thoms (*int.*)	Lower Bunzion, Pitlessie, Ladybank.
CUPAR (Burgh) - -	4,511	7	21 Mar.	J. L. Anderson	Cupar, Fife.
Cupar (Landward) -	887	5	8 Apr.	W. D. Patrick	County Buildings, Cupar, Fife.
Dairsie - - -	464	5	19 „	V. F. Murray	U. F. C. Manse, Dairsie, Fifeshire.
Dalgety - - -	1,133	5	10 Mar.	W. Burt - -	30, Queen Anne Street, Dunfermline.
Dunbog - - -	323	5	22 „	J. Ballingall -	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	22,039	9	20 „	D. Gorrie -	Dunfermline.
Dunfermline (Landward).	9,658	7	1 May	D. D. Blair -	9, Viewfield Place, Dunfermline.
Dunino - - -	359	5	10 Apr.	H. Waddell -	Stravithie Mains, Stravithie, Fife.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
ʳSART (Burgh) - -	15,295	9	7 Apr.	D. Nicholson -	St. Brycedale Road, Kirkcaldy.
ie (including Burgh of Earlaferry).	1,142	5	18 „	H. M. Ketchen	Elie, Fife.
ılkland - - - -	2,231	7	10 „	J. Sheriff -	Falkland, Fife.
rry-port-on-Craig -	3,445	7	15 Mar.	H. T. Baxter -	87, Commercial Street, Dundee.
isk - - - - -	195	5	22 „	D. M. Dingwall.	Flisk, Newburgh, Fife.
ʳgan - - - -	4,720	7	12 Apr.	J. Allison -	61, Reform Street, Dundee.
verkeithing - -	3,468	7	18 „	R. Baxter -	Inverkeithing, Fife.
ɛmback - - -	412	5	29 Mar.	Rev. J. Henry	Kemback Manse, Cupar, Fife.
ɛnnoway - - -	1,505	5	22 „	T. M. Williamson.	Causeway, Kennoway, Windygates, Fife.
ɛttle - - - -	1,759	7	21 „	A. Angus -	Kingskettle, Fife.
ılconquhar - -	1,025	7	5 Apr.	C. G. Dawson -	Colinsburgh, Fife.
ılmany - - -	502	5	24 Mar.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
ılrenny - - -	2,784	7	19 Apr.	C. H. Maxwell	Town Clerk's Office, Anstruther.
inghorn (including Burgh).	2,311	7	12 „	J. Wyllie -	Kinghorn, Fife.
inglassie - - -	1,478	5	17 Mar.	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
ingsbarns - -	652	5	22 „	J. Guthrie -	Anstruther.
IRKCALDY (Burgh) -	22,346	9	3 Apr. 1901.	A. Beveridge -	Kirkcaldy.
Kirkcaldy and Dysart (Landward)	1,398	7	30 Nov. 1873.	W. M. Dow -	Kirkcaldy.
argo - - - -	1,895	5	26 Apr.	R. Black -	Lundin Links, Lower Largo, Fife.
argoward - - -	901	5	24 May	T. Ireland, Jun.	Largoward, St. Andrews.
eslie - - - -	3,960	7	8 Mar.	W. Taylor -	Leslie, Fife.
euchars - - -	2,499	5	12 Apr.	W. S. Birrell -	National Bank House, Cupar, Fife.
ochgelly - - -	8,496	7	14 „	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
ogie - - - -	285	5	5 Apr.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
Markinch - - -	6,803	7	15 Mar.	W. Marshall -	Markinch.
Monimail - - -	720	5	26 Apr.	J. L. Anderson	Cupar, Fife.
Moonzie - - -	138	5	28 Mar.	J. Bethune -	The Schoolhouse, Moonzie, Cupar, Fife.
Newburgh - - -	1,780	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - - -	296	5	21 Apr.	F. R. Lumsden	Newburn, Lower Largo, Fife.

* New School Board District formed by Order of the Secretary for Scotland, dated 9th October, 1901, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, comprises the landward areas of the parishes of Kirkcaldy, Dysart and Abbotshall. Date of first election of School Board for Dysart (Landward), 21st April 1872 and for Kirkcaldy (Landward) 20th May, 1873.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Pittenweem	1,911	5	25 Mar.	A. C. Mackintosh.	Town Clerk's Office, Pittenweem, Fife.
ST. ANDREWS (Burgh)	7,621	7	29 „	H. Thomson	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,789	5	14 Apr.	C. S. Grace	St. Andrews.
St. Monance	2,007	5	17 May	D. Cook	Anstruther.
Saline	1,012	5	29 Mar.	J. Ross	Dunfermline.
Scoonie	6,342	7	22 „	D. Robb	Leven, Fife.
Springfield	1,512	5	26 Apr.	A. Wills	17a, Kirkgate, Cupar, Fife.
Strathmiglo	1,618	5	12 „	J. Peggie	Strathmiglo, Fife.
Torryburn	1,130	5	26 „	W. Bald	National Bank, Dunfermline.
Tulliallan	1,862	5	10 „	J. Simpson	High Street, Kincardine, Perthshire.
Wemyss	15,031	9	15 Mar.	A. W. Taylor	East Wemyss, Fife.
[60.] FORFAR.	*284,082*				
Aberlemno	804	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Airlie	698	5	3 Apr.	J. Davidson	Kirriemuir.
Arbirlot	800	5	14 „	W. K. Macdonald.	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	22,398	9	28 Mar.	W. Alexander	62, High Street Arbroath.
Arbroath and St. Vigeans (Landward).	2,279	7	24 „	J. M. McBain	Arbroath.
Auchterhouse	547	5	19 Apr.	A. Jamieson	Pitnappie, Newtyle, Coupar Angus
Barry	4,652	7	12 „	D. Kidd	Rowan Cottage, Carnoustie, Forfarshire.
BRECHIN (Burgh	8,941	7	22 Mar.	J. Craig	Swan Street, Brechin.
Brechin (Landward)	1,503	5	7 Apr.	A. Philip	11, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	10,142	7	21 Mar.	E. Cowan	Royal Bank Buildings, High Street, Dundee.
Careston	221	5	9 May	J. Craig	Swan Street, Brechin.
Carmyllie	1,063	5	16 Apr.	J. Mackintosh	27, Commerce Street, Arbroath.
Cortachy and Clova	569	5	29 Mar.	J. Edwards	Bearfauld, Cortachy, Kirriemuir.
Craig	2,019	7	5 Apr.	D. C. Wills	Montrose.
Dun	526	5	29 Mar.	A. Middleton	186, High Street, Montrose.
DUNDEE (Burgh)	161,173	15	19 „	J. E. Williams	School Board Offices, Dundee.
Dundee (Landward)	934	5	28 „	J. G. Shiell	5, Bank Street, Dundee.
Dunnichen	1,132	5	5 Apr.	J. Young, Jun.	Letham, Forfar.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Easie and Nevay	474	5	12 Apr.	J. Butter	Kirkhill, Meigle, Perthshire.
Edzell	822	5	21 Mar.	T. Adam	Inglis Memorial Hall, Edzell, Brechin.
Farnell	536	5	3 May	C. M. Denholm	Forebank House, Brechin.
Fern	322	5	15 Mar.	Rev. J. Fergusson.	The Manse, Fern, Brechin.
FORFAR (Burgh)	11,397	9	18 „	A. Hay	Forfar.
Forfar (Landward)	1,482	5	19 Apr.	D. Macintosh	Town House, Forfar.
Fowlis Easter	254	5	3 May	G. Colston	Fowlis Easter, Lochee, Dundee.
Friockheim	1,292	5	11 Apr.	A. Oliver	Brothock Bank House, Arbroath.
Glamis	1,351	5	3 „	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla	669	5	12 „	A. Robertson	Holmiry, Glenisla, Alyth, Perthshire.
Guthrie	264	5	10 Mar.	J. Smith	Schoolhouse, Guthrie, Forfarshire.
Inverarity	823	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeilor	1,096	5	15 „	A. Inglis	Inverkeilor, Arbroath.
Kettins	704	5	12 „	R. Watson	Coupar Angus.
Kingoldrum	355	5	8 „	Rev. J. C. Jack	The Manse, Kingoldrum, Kirriemuir.
Kinnell	574	5	7 „	A. Oliver	Brothock Bank House, Arbroath.
Kinnettles	323	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Kirkden	500	5	2 Apr.	R. Reid	North of Scotland Bank, Friockheim, Forfarshire.
Kirriemuir (including Town).	5,902	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See*	*Navar*	*and*	*Lethnot.*		
Liff, Benvie and Invergowrie.	1,834	5	19 Mar.	T. H. B. Rorie	13, Albert Square, Dundee.
Lintrathen	559	5	11 „	G. Milne	Middle Coull, Kirriemuir.
Lochlee	326	5	27 „	A. Bowman	Tarfside, Brechin.
Logie Pert	982	5	19 Apr.	A. Middleton	186, High Street, Montrose.
Lunan	302	5	15 July	A. Wilson	Lunan, Arbroath.
Lundie	268	5	3 May	A. D. Stewart	Dryburgh, Lochee, Dundee.
Mains and Strathmartine.	3,648	7	5 Apr.	W. L. Moncur	26, Castle Street, Dundee.
Maryton	278	5	10 Mar.	C. M. Denholm	Forebank House, Brechin.
Menmuir	704	5	22 „	A. Philip	11, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,053	7	5 Apr.	D. Gowans	Monifieth, Dundee.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Monikie	1,299	5	17 Apr.	R. Steven	7, Ward Road, Dundee.
MONTROSE (Burgh)	12,427	9	15 Mar.	W. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,600	5	3 Apr.	W. C. Walls	High Street, Montrose.
Murroes	1,041	5	10 „	H. A. Forsyth	Schoolhouse, Murroes, Dundee.
Navar and Lethnot	238	5	19 Mar.	W. Paterson	School-house, Lethnot, Brechin.
Newtyle	818	5	19 Apr.	J. Jack	Newtyle, Coupar Angus.
Oathlaw	365	5	15 May	A. Hay	Forfar.
Panbride	1,885	5	28 Feb.	D. O. Young	Green Lane, Carnoustie, Forfarshi
Rescobie	594	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Ruthven	169	5	29 „	Rev. J. G. McPherson.	The Manse, Ruthven, Meigle.
Stracathro	430	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice	1,106	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar
Tealing	615	5	29 Mar.	P. M. McKenzie	School-house, Tealing, Dundee.
[26.] HADDINGTON.	*38,665*				
Aberlady	950	5	19 Apr.	A. Brook	Chambers, Bank of Scotland, Haddington.
Athelstaneford	635	5	22 Mar.	A. Hendrie	Haddington.
Bolton	298	5	22 „	J. C. Lusk	Bolton, Haddington.
Dirleton	1,810	5	1 Apr.	A. D. Wallace	North Berwick.
DUNBAR (Burgh)	3,581	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,450	5	15 Apr.	J. D. Brooke	Dunbar.
Garvald	628	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,481	5	29 Mar.	W. H. Ferme	Haddington.
HADDINGTON (Burgh)	3,993	7	15 Mar.	T. W. Todrick (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward).	1,133	7	24 „	J. Richardson	Haddington.
Humbie	720	5	15 Sept.*	W. Guthrie	Humbie, Upper Keith, East Lothi
Innerwick	782	5	12 Apr.	P. Purdie	Innerwick, East Lothian.
Morham	201	5	17 „	W. Graham	Schoolhouse, Morham, Haddington

* Date of nomination by Board of Education, no election having taken place. Date originally fix 26th April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
North Berwick (including Burgh).	3,649	7	12 Apr.	A. D. Wallace	East Road, North Berwick.
Oldhamstocks	429	5	29 Mar.	A. Grainger	Oldhamstocks, Cockburnspath, Berwickshire.
Ormiston	1,190	5	10 June	P. Cossar	Pencaitland, Haddingtonshire.
Pencaitland	1,112	5	29 Mar.	P. Cossar	Pencaitland, Haddingtonshire.
Prestonkirk	1,673	5	5 Apr.	A. E. Wright	National Bank, Prestonkirk.
Prestonpans	3,382	7	11 „	R. H. Hunter	Prestonpans, Haddingtonshire.
Salton	431	5	7 June	D. Logan	West Salton, Pencaitland, Haddingtonshire.
Spott	423	5	19 Apr.	R. Grieve	Spott, Dunbar.
Stenton	511	5	25 Mar.	J. Brown	Stenton, Prestonkirk.
Tranent	6,117	7	3 Apr.	J. Richardson	Musselburgh.
Whitekirk and Tyninghame.	835	5	15 Mar.	G. Ferguson	Tyninghame, Prestonkirk.
Whittinghame	521	5	12 Apr.	J. Hunter	Schoolhouse, Whittinghame, Prestonkirk.
Yester	730	5	21 „	P. B. Swinton	Gifford, Haddington.
[37.] INVERNESS.	*90,075*				
Abernethy and Kincardine.	1,279	5	16 Apr.	J. Grant	Royal Bank, Grantown.
Alvie	515	5	3 „	J. MacBean	Alvie Parish Office, Kincraig, Inverness-shire.
Ardersier	1,594	5	25 Mar.	H. T. Donaldson	Nairn.
Arisaig and Moidart	1,079	5	*1895. 21 Mar.	A. Gibson	Arisaig, R.S.O. Inverness-shire.
Barra	2,545	5	1873. 18 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Boleskine and Abertarff	1,766	7	22 Apr.	W. W. Jack	Caledonian Bank, Fort Augustus, Inverness.
Bracadale	872	5	25 „	J. T. Mackenzie	Dunvegan, Skye.
Croy and Dalcross	1,149	5	7 „	D. Davidson (*Interim*).	26, Bank Street, Inverness.
Daviot and Dunlichty	999	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Dores	835	5	19 „	T. Fraser	Errogie, Inverness.
Duirinish	3,367	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill and Rothiemurchus.	1,995	5	23 „	J. Grant	Royal Bank, Grantown
Glenelg	1,475	5	6 May	J. Macrae	Mallaig, Inverness-shire.
Glengarry	722	5	14 Mar.	J. J. Gold	Caledonian Bank Ltd., Invergarry, Inverness-shire.

* Date is regulated by that for Ardnamurchan, viz., 18th June.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Harris	5,271	7	13 Mar.	T. Wilson	Obbe, Portree.
Insh	317	5	2 Apr.	D. MacDonald	Balchroick, Feshie Bridge, Kingussie
INVERNESS (Burgh)	21,238	9	27 Mar.	W. C. MacBean (*int.*)	42, Union Street, Inverness.
Inverness (Landward)	5,808	7	9 Apr.	J. S. Fraser	Queensgate Chambers, Inverness.
Kilmallie	3,797	7	9 „	D. McLeish	Parade House, Fort William.
Kilmonivaig	1,435	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
*Kilmorack	2,007	7	31 Mar.	J. McKenzie	Bank of Scotland, Beauly.
Kilmuir	948	5	14 Apr.	J. McKenzie	Uig, Portree.
Kiltarlity	1,919	7	14 „	D. Fraser	Bridgend Cottage, Beauly.
Kingussie	1,895	7	4 Mar.	L. Mackintosh	Kingussie.
Kirkhill	1,296	5	9 Apr.	S. Macdonald	Beauly.
Laggan	738	5	28 Mar.	F. McIntosh	Laggan, Kingussie.
Moy and Dalarossie	761	5	27 „	J. Mackintosh	Queensgate, Inverness.
North Uist	3,891	7	3 Apr.	R. F. Matheson	Claddach Kirkibost, Lochmaddy.
Petty	1,291	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Portree	2,781	7	8 Apr.	R. Macdonald	National Bank, Portree.
Sleat	1,665	5	1 May	R. Macdonald.	National Bank, Portree.
Small Isles	495	7	1 „	J. Campbell	Kildonan, Eigg, Oban.
Snizort	1,649	5	2 Apr.	R. Macdonald	National Bank, Portree.
South Uist	5,516	7	19 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Stenscholl	1,185	5	24 Apr.	J. MacKenzie	Estate Office, Uig, Portree.
Strath	2,152	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	1,828	7	1 Apr.	W. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	*31,537*				
Arbuthnott	698	5	5 Apr.	J. Andrew	Bervie, Kincardineshire.
Banchory-Devenick	1,726	7	12 „	W. Littlejohn	48a, Union Street, Aberdeen.
Banchory-Ternan	3,449	7	5 „	J. Merson	High Street, Banchory, Kincardineshire.
Benholm	1,426	5	22 Mar.	W. Low	Johnshaven, Montrose.
Bervie (including Burgh).	2,523	5	20 „	J. Andrew	Bervie, Kincardineshire.

* Struy Combination.—*J. McKenzie, Bank of Scotland, Beauly.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
KINCARDINE—*cont.*			1873.		
Inneithar (including part of Stonehaven).	2,533	5	15 Mar.	A. W. Kinnear	Stonehaven.
Durris - - -	884	5	19 Apr.	G. Fyfe - -	Blairydrine, Durris, Drumoak, Aberdeenshire.
Fettercairn - -	1,390	5	10 „	G. Neil - -	Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17) (including part of Stonehaven).	5,425	7	29 Mar.	J. B. Cunningham.	Stonehaven.
Fordoun - - -	1,809	7	21 „	R. L. Crabb -	Auchinblae, Kincardineshire.
Garvock - -	368	5	29 „	J. B. Greig -	Laurencekirk.
Glenbervie - - -	854	5	29 „	S. A. Smith -	Pitdrichie, Fordoun.
Kinneff and Catterline	899	5	25 „	A. Watt - -	Hilton, Stonehaven.
Laurencekirk - -	2,011	7	22 „	J W. Lawson -	Laurencekirk.
Maryculter - - -	951	5	29 „	G. Falconer -	31, Adelphi, Aberdeen.
Marykirk - - -	1,209	5	29 „	J. Scott - -	Marykirk, Kincardineshire.
Nigg - - - - -	1,528	5	5 Apr.	D. M. Walker	208, Market Street, Aberdeen.
St. Cyrus - - -	1,228	5	29 Mar.	J. R. Findlay -	Montrose.
Strachan - - -	626	5	19 Apr.	J. Rust -	Bowbuts, Strachan, Banchory, Kincardineshire.
[6.] KINROSS.	*7,109*				
Blairingone - -	445	5	12 Apr.	J. Bleloch -	Wellhall, Dollar, Clackmannanshire
Cleish - - - - -	631	5	11 „	R. Shorthouse	Kelty Bridge, Blairadam, Kinross-shire.
Fossoway and Tullibole.	729	5	1 „	J. Wilson -	Solicitor, Kinross.
Kinross - - -	2,055	5	18 Mar.	W. K. Falconer	Kinross.
Orwell - - -	1,822	5	28 „	J. Watson -	Milnathort, Kinross-shire.
Portmoak - - -	827	5	19 Apr.	W. Glass -	West Balgedie, Kinross.
[30.] KIRKCUDBRIGHT.	*39,511*				
Anwoth - - -	651	5	12 Mar.	R. S. Glover -	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	546	5	27 „	P. Gifford -	Castle Douglas.
*Balmaghie - -	802	5	27 „	J. Dunn - -	Castle Douglas.
Bargrennan - -	323	5	5 May	A. Wylie, Jun.	Galloway Estate Office, Newton Stewart.
Borgue - - -	1,045	5	22 Mar.	D. Rogerson -	Borgue Village, Kirkcudbright.
Buittle - - -	879	5	3 „	J. E. Milligan	Town Hall Buildings, Dalbeattie.

*Kells and Balmaghie.—Moesdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KIRKCUDBRIGHT—*cont.*			1873.		
Carsphairn	351	5	21 Mar.	C. E. Stewart	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,171	5	20 „	J. K. McLelland.	The Schoolhouse, Colvend, Dalbeattie.
Corsock	460	5	19 Apr.	J. Ewing	Millbrae, Corsock, Dalbeattie.
Crossmichael	1,231	5	8 Mar.	W. Gillespie	Castle Douglas.
Dalry	826	5	15 Apr.	Rev. N. Buchanan.	Dalry, Kirkcudbrightshire.
Girthon	1,209	5	13 Mar.	W. Cairns	Gatehouse, Kirkcudbrightshire.
Irongray	701	5	5 Apr.	R. Adamson	93, Irish Street, Dumfries.
*Kells	878	5	5 „	R. Johnstone	New Galloway, Kirkcudbrightshi
Kelton	3,734	7	11 Mar.	J. Dunn	Castle Douglas.
Kirkbean	685	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,309	9	28 Mar.	A. Cavan	Kirkcudbright.
Kirkgunzeon	527	5	22 „	J. Little	Dalbeattie.
Kirkmabreck	1,859	5	12 Apr.	R. Carson	Newton Stewart.
Kirkpatrick-Durham	818	5	29 Mar.	Miss M. Bell	Kirkpatrick-Durham, Dalbeattie.
Lochrutton	497	5	12 Apr.	Craig and Geddes	8, English Street, Dumfries.
Minnigaff	1,114	5	14 May	R. Carson	Newton Stewart.
New Abbey	957	5	15 Mar.	J. Henderson	Dumfries.
Parton	382	5	1 Apr.	W. Gillespie	Castle Douglas.
Rerrick	1 356	5	27 Mar.	J. Williamson	Kirkcudbright.
Terregles	454	5	12 Apr.	J. Johnston	Waterside, Terregles, Dumfries.
Tongland	693	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer	6,599	7	29 „	A. Dobie & R. Barbour (*joint clerks*)	Maxwelltown, Dumfries.
Twynholm	718	5	5 Apr.	P. Gifford	Castle Douglas.
Urr	4,736	7	28 Feb.	J. Little	Dalbeattie.
[50.] LANARK.	*1,314,810*				
AIRDRIE (Burgh)	19,842	9	3 Apr.	G. B. Motherwell.	10, Bank Street Airdrie.
Avondale	5,773	9	22 May	J. Barrie	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	——	——
Biggar	1,897	5	25 Apr.	A. Russell	Howieson Buildings, Biggar.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station Kirkcudbrightshire.*

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Parish or Burgh.	Population in 1901.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*.			1873.		
Blantyre	14,145	9	8 Mar.	J. Brown	Kirkland Place, High Blantyre, Glasgow.
Bothwell	45,905	9	4 Apr.	R. Kerr	50, Cadzow Street, Hamilton.
*Calder	10,474	7	4 „	J. Hurll	142, Vincent Street, Glasgow.
Calderhead	6,641	7	10 „	J. Sneddon	78, Quarry Street, Hamilton.
Cambuslang	20,211	9	10 „	R. Duncan	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan	25,878	9	10 „	J. Burgess	Wishaw.
Carluke	8,966	7	26 Mar.	J. Barr	British Linen Co. Bank, Carluke.
Carmichael	392	5	14 Apr.	Rev. J. D. W. Gibson	Carmichael Manse, Thankerton, Lanarkshire.
†Carmunnock	1,449	5	13 Mar.	W. Fleming	Windlaw, Carmunnock, Glasgow.
Carnwath	5,837	7	25 Apr.	T. Smith	Carnwath, Lanarkshire.
Carstairs	1,893	5	5 „	G. H. Harrison	Carstairs, Lanark.
Clarkston	9,889	7	7 „	G. B. Motherwell, Jun.	4, East High Street, Airdrie.
Covington and Thankerton.	314	5	12 „	J. F. Shirley	Commercial Bank, Lanark.
Crawford	715	5	21 Mar.	E. Kerr	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn	694	5	19 „	J. A. Renton	Crawfordjohn, Abington, Lanarkshire.
Culter	392	5	31 „	J. Walker	The Schoolhouse, Culter, Biggar.
Dalserf	4,088	5	14 Apr.	J. Goulding	Dalpatrick, Rosebank, Carluke.
Dalziel	37,257	9	15 Mar.	W. R. Barbour	Motherwell.
Dolphinton	250	5	29 „	K. Mackenzie	Dolphinton House, Dolphinton, Peeblesshire.
Douglas	2,123	7	12 Apr.	A. Hutchison	Main Street, Douglas, Lanarkshire.
Douglas Water (School District § 17, parts of Douglas and Carmichael, erected 1898).	1,080	5	1898. 12 Nov.	R. McKinnell	Commercial Bank of Scotland, Ltd., Douglas, Lanarkshire.
Dunsyre	200	5	1873. 29 Apr.	J. Haldow	Dunsyre, Carstairs Junction R.S.O., Lanarkshire.
East Kilbride	3,181	7	4 „	R. Gibson	104, West Regent Street, Glasgow.
GLASGOW (Burgh)	623,463	15	25 Mar.	J. Clark. J. Stewart (*Deputy.*)	129, Bath Street, Glasgow.
Glassford	1,321	5	5 Apr.	J. Hunter	Glassford, Strathaven, Lanarkshire.
Govan	208,053	15	10 „	M. MacLeod	151, Bath Street, Glasgow.
HAMILTON (Burgh)	20,932	9	25 Mar.	P. Keith	Hamilton.

* Lenzie Combination. *See* Kirkintilloch (Dumbarton).
† Busby Combination, *J. Carswell, Victoria Crescent, Clarkston, Busby, Glasgow.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Hamilton (Landward)	19,440	9	18 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	5,084	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	3,019	7	31 „	J. F. Shirley -	Lanark.
Larkhall - - -	12,034	7	17 Apr.	W. Cunningham	Larkhall, Lanarkshire.
Leadhills - - -	912	5	25 June	G. Menzies -	Tounfoot, Leadhills, Lanarkshire.
Lesmahagow - -	10,954	7	12 Apr.	J. N. Gilmore	Lesmahagow, Lanarkshire.
Libberton - - -	432	5	19 „	Rev. J. Picken	Manse of Libberton, Carnwath, Lanarkshire.
Maryhill - - -	48,130	11	22 „	W. B. Gemmel	208, West George Street, Glasgow.
New Monkland - -	8,194	7	29 Mar.	G. B. Motherwell.	10, Bank Street, Airdrie.
Old Monkland - -	53,248	11	11 Apr.	W. J. Andrew	Municipal Buildings, Coatbridge.
Pettinain - - -	271	5	15 „	J. Paterson -	Grange Hall, Thankerton, Lanarkshire.
*Rutherglen(including Burgh).	21,011	9	1885. 17 Apr.	A.&A. Macallan (*Joint Clerks.*)	Rutherglen, Glasgow.
Shettleston - -	22,065	9	1873. 6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - - -	10,297	7	3 Apr.	J. Hutton -	Shotts, Lanarkshire.
Springburn (including Barony).	11,354	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
†Stonehouse - -	3,665	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.
Symington - - -	388	5	19 „	J. L. Spence -	Symington, Biggar.
Walston - - -	283	5	29 „	D. H. Ash -	Schoolhouse, Walston, Biggar.
Wandell and Lamington	362	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lanarkshire.
Wiston and Roberton	412	5	26 „	J. Jamieson -	37, Scotts Street, Annan.
[12.] LINLITHGOW.	*66,443*				
Abercorn - - -	866	5	5 June	R. Amos - -	Philpstoun, Linlithgowshire.
BATHGATE (Town) -	6,786	7	12 Apr.	J. Gardner -	Bathgate.
Bathgate (Landward)	7,218	7	1 „	A. P. Simpson	Bloomfield House, Bathgate.
‡Borrowstounness and Carriden.	11,473	9	18 Mar.	R. J. Jamieson A. S. Jamieson (*Deputy*).	Bo'ness, Linlithgowshire.
Dalmeny - - -	4,080	7	22 „	J. Gillespie -	The Bank, South Queensferry.

* Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.
† Sandford Combination, *R. McCowan, Bank of Scotland, Strathaven, Lanarkshire.*
‡ United under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894. Date of first election of Borrowstounness was 18 Mar. and of Carriden 5 April.

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arish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
NLITHGOW—*cont.*			1873.		
esmachan - -	681	5	20 Mar.	G. West, Jun.	East Broadlaw, Ecclesmachan, Uphall, Linlithgowshire.
liston - - -	3,904	7	6 June	W. O. Grieve -	Kirkliston, Linlithgowshire.
lithgow (including rgh).	8,076	7	12 Apr.	J. Russell -	Linlithgow.
ngstone - -	2,764	5	4 „	W. Forsyth -	Blackburn, Bathgate.
hichen - -	3,225	5	15 „	J. Gardner -	28, Mid Street, Bathgate.
all - - -	10,535	7	29 Mar.	R. C. Wilson -	Cerinia Place, Broxburn, Linlithgowshire.
tburn - - -	6,835	7	22 „	D. J. Mitchell-	Parochial Board Office, Whitburn, Linlithgowshire.
.] NAIRN.	*8,721*				
clach - - -	772	5	16 Apr.	W. Murdoch -	4, Bridge Street, Nairn.
dearn - - -	1,292	5	7 May	A. J. Mackintosh.	Auldearn, Nairn.
dor - - -	925	5	2 Apr.	A. J. Macdonald	Cawdor Estate Office, Nairn.
RN (Burgh) - -	4,327	7	29 Mar.	H. T. Donaldson.	Nairn.
rn (Landward) -	1,405	5	15 Apr.	A. Robertson -	County Buildings, Nairn.
0.] ORKNEY.	*28,699*				
oss and Burness ncluding North Ronaldshay).	1,451	7	10 Oct.‡	W. Muir - (*Clerk to the combined Board*)	Templehall, Sanday, Kirkwall.
ay - - -	643	5	19 Mar.	D. Sinclair -	Sandhill, Eday, Kirkwall.
e and Rendall -	1,084	5	9 Apr.	A. Mackay -	Flaws, Evie, Kirkwall.
th and Stenness -	1,270	5	21 Mar.	W. Sinclair -	Finstown, Kirkwall.
ray and Birsay -	2,136	7	19 „	T. Brown -	Hundland, Birsay, Stromness, Orkney.
lm - - - -	818	5	8 Apr.	J. Sinclair, Jun.	Upper Breckquoy, Holm, Kirkwall.
y and Graemsay -	485	5	22 „	G. Ritch - -	Graemsay, Stromness, Orkney.
KWALL (Burgh) -	3,711	7	7 Mar.	J. Begg -	27, Bridge Street, Kirkwall.
kwall (Landward) nd St. Ola	811	5	28 „	J. L. Low -	Castle Street, Kirkwall.
dy - - - -	718	5	21 „	W. Muir - -	Templehall, Sanday, Kirkwall.
rth Ronaldshay (part f Cross and Burness)	—	—	—	——	——

' Linlithgow Burgh merged in Parish, under § 19, from and after election of 1900.
' School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for school purposes under the Act.
‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void Sheriff.
§ Disjoined from Stronsay and Eday under § 51 of Local Government (Scotland) Act, 1889, and § 46 of cal Government (Scotland) Act, 1894.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
Orphir	877	5	7 Apr.	W. Inkster	Quoyclerks, Orphir, Kirkwall.
Rousay and Egilshay	829	5	8 „	J. G. Craigie	Wasbister, Rousay, Kirkwall.
St. Andrews & Deerness	1,479	5	16 „	W. P. Drever	Kirkwall.
Sandwick	939	5	19 Mar.	W. Smith	Newark, Sandwick, Stromness, Orkney.
Shapansey	769	5	18 Feb.	W. Robertson	Balfour, Kirkwall.
South Ronaldshay and Burray.	2,707	7	11 Apr.	R. Cromarty	St. Margaret's Hope, Orkney.
Stromness	3,180	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
*Stronsay	1,184	5	19 „	R. Miller	Coweshouse, Stronsay, Kirkwall.
Walls and Flotta	1,357	7	25 „	R. Malcolmson	Longhope, Stromness, Orkney.
Westray and Papa Westray.	2,251	5	28 „	T. Hewison	Meadowbank, Westray, Kirkwall.
[14.] PEEBLES.	*15,034*				
Drumelzier	194	5	19 Apr.	T. S. Glover	Drumelzier, Biggar.
Eddleston	535	5	29 Mar.	C. Gillespie	Eddleston, Peeblesshire.
Innerleithen	3,627	7	29 „	W. W. Thomson	Bank of Scotland, Innerleithen, Peeblesshire.
Kilbucho, Broughton and Glenholm.	862	5	22 Apr.	D. Tudhope	34, St. Andrew Square, Edinburgh.
Kirkurd	293	5	14 May	J. Runciman	Kirkurd, Dolphinton, Peeblesshire.
Lyne	98	5	9 Apr.	W. Lyon	Peebles.
Manor	257	5	29 Mar.	W. Lyon	Peebles.
Newlands	564	5	3 May	W. Gordon	Solicitor, Peebles.
Peebles (including Burgh).	5,810	7	19 Apr.	W. Lyon	Bank of Scotland, Peebles.
Skirling	230	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo	401	5	14 Mar.	A. Jervis	The Schoolhouse, Stobo, Peeblesshire.
Traquair	618	5	22 „	W. Stobie	Innerleithen, Peeblesshire.
Tweedsmuir	435	5	1 Apr.	J. Yellowlees	Tweedsmuir, Biggar.
West Linton	1,110	5	3 May	J. Sanderson	West Linton, Peeblesshire.
[78.] PERTH.	*123,546*				
Aberdalgie	278	5	3 Apr.	Condie, Mackenzie & Co.	Perth.
Aberfoyle	1,016	5	15 „	W. Houston	Quarry Office, Aberfoyle, Perthshire.
Abernethy	1,276	5	19 Mar.	J. McKinlay	Parish Council Office, Newburgh, Fife.

* *See* § footnote on previous page.

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ish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ERTH—*cont.*			1873.		
yte - - -	241	5	15 Apr.	Rev. W. L. Milroy	Abernyte Manse, Inchture, Perthshire.
(including Town)	2,943	7	28 „	D. S. Kidd -	6, Airlie Street, Alyth, Perthshire.
ee - - -	366	5	27 Mar.	J. Fergusson -	Bank of Scotland, Aberfeldy.
h - - -	916	5	7 Apr.	W. M. Jeffray	Solicitor, Dunblane.
sk - - -	593	5	17 „	J. Melville -	Smiddyhill, Glenfarg, Perthshire.
erarder (including rn)	3,159	7	10 „	J. Hill - -	Auchterarder.
ntergaven - -	2,018	5	8 „	P. Brough -	Bankfoot, Stanley, Perthshire.
hidder - -	709	5	24 „	W. Thomson -	Bank of Scotland, Callander, Perthshire.
ochy - - -	473	5	29 Mar.	J. B. Miller -	Blairgowrie.
dford - - -	1,539	5	5 Apr.	J. Hill - -	Auchterarder.
Athol - -	1,533	5	9 „	J. Campbell -	Mill House, Blair Athol.
gowrie (including wn).	4,282	7	15 Mar.	R. R. Black -	Bank Street, Blairgowrie
nder - - -	1,887	5	25 Mar.	W. Thomson -	Callander, Perthshire.
th - - -	1,005	5	10 Apr.	W. D. Brydon	The Whirley, Dunkeld.
gill - - -	1,411	5	25 Mar.	W. Duncan -	Burrelton, Coupar Angus.
ie - - -	561	5	28 Apr.	R. R. Black (*int.*)	Blairgowrie.
ace - - -	440	5	24 Mar.	J. Fergusson -	Bandirran, Perth.
rie - - -	2,022	5	16 Apr.	P. Brough -	Comrie, Perthshire.
par Angus - -	2,468	7	29 Mar.	T. Saunders -	Calton Street, Coupar Angus.
ff (including Town)	5,706	7	1 May	M. Finlayson -	Crieff.
n - - - -	232	5	15 Mar.	Condie, Mackenzie and Co.	Perth.
l - - - -	2,269	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
nbarney - - -	909	5	22 Mar.	J. Paul - -	Murray Place, Bridge of Earn, Perthshire.
nblane and Lecropt	3,812	7	21 „	A. B. Barty -	Glenacres, Dunblane.
nkeld and Dowally School district comprising Dunkeld and Dowally).	1,201	5	1890. 12 July	R. McGillewie	Dunkeld.
nning - - -	1,141	5	1873. 26 Mar.	W. Henderson, Jun.	Dunning, Perthshire.
rol - - - -	2,070	7	6 „	W. Goodall -	Union Bank of Scotland, Errol, Perthshire.

* Stanley Combination. *T. Marshall, The Store, Stanley, Perthshire.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Findo Gask	323	5	12 Apr.	W. Henderson	Haughend, Dunning, Perthshire.
Forgandenny	527	5	29 Mar.	J. S. MacKay	Horselea, Forgandenny, Perthshire.
Forteviot	562	5	5 Apr.	G. Miller	Cairnie, Forteviot, Perth.
Fortingall	465	5	27 Mar.	C. W. Macdougall	Union Bank House, Aberfeldy.
Fowlis Wester	975	5	18 „	M. Finlayson	Crieff.
Gartmore	683	5	5 Apr.	H. D. McLellan	48, Barnton Street, Stirling.
Glendevon	147	5	26 „	W. N. Russell	The Schoolhouse, Glendevon, Dollar, Clackmannanshire.
Inchture	552	5	8 Mar.	L. Melville	61, Reform Street, Dundee.
Innerwick (Glenlyon)	312	5	14 „	D. P. Webster (*int.*)	School House, Innerwick, Glenlyon, Aberfeldy.
Kenmore	1,260	5	17 Apr.	C. Munro	Union Bank House, Aberfeldy.
Killin	1,423	5	16 „	P. Stewart, J.P.	Killin, Perthshire.
Kilmadock	2,705	7	28 Mar.	J. A. McLean	Doune, Perthshire.
Kilspindie	568	5	17 „	Condie, Mackenzie and Co.	Perth.
Kincardine	1,309	5	12 Apr.	W. H. Sands	Thornhill, Kippen Station, Stirlingshire.
Kinclaven	637	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns	611	5	5 Mar.	Condie, Mackenzie and Co.	Perth.
Kinloch-Rannoch	807	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird	217	5	19 Mar.	Condie, Mackenzie and Co.	Perth.
Kinnoull	407	5	29 „	W. J. Wood	Royal Bank Buildings, Kinnoull Street, Perth.
Kirkmichael	671	5	26 Apr.	J. Mackenzie	Kirkmichael, Blairgowrie.
Lethendy and Kinloch	351	5	19 „	J. Arnott	Kinloch, Blairgowrie.
Little Dunkeld	1,952	5	20 Mar.	J. A. Harris	Birnam, Perthshire.
Logiealmond	567	5	3 Apr.	J. Stalker	Schoolhouse, Logiealmond, Perth.
Logierait	1,676	5	5 May	W. A. MacIntosh.	Logierait, Ballinluig, Perthshire.
Longforgan	1,886	5	26 Mar.	D. M. Boyd	Parish Council Office, Longforgan, Dundee.
Maderty	443	5	26 „	M. Finlayson	Crieff.
Meigle	959	5	5 Apr.	T. Morrison	Meigle.
Methven	1,099	5	4 Mar.	T. Robertson	Methven, Perth.
Moneydie	251	5	17 „	J. Gow	Schoolhouse, Moneydie, Perth.
Monzievaird & Strowan	518	5	5 Apr.	A. Hill	Monzievaird, Crieff.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
ılin - -	2,350	5	26 Apr.	H. Mitchell -	Pitlochry.
:kart - - -	469	5	29 Mar.	D. M. Hall -	Muckart, Dollar, Clackmannanshire.
hill - - -	1,383	5	5 Apr.	M. Finlayson -	Crieff.
sie - - - -	513	5	5 „	J. B. Miller -	Blairgowrie.
:TH (Burgh) - -	32,873	9	5 „	P. Martin -	Tay Street, Perth.
th, East Parish (Landward).	308	5	21 May	R. Matheson -	British Linen Bank House, Perth.
t of Monteith -	643	5	5 Apr.	P. Hay - -	Claymires, Port of Monteith Station, Stirlingshire.
:tray - - -	2,462	7	12 „	J. B. Miller -	Blairgowrie.
lgorton - - -	1,439	5	5 „	A. L. Smith -	Cambridge House, Stanley, Perthshire.
ynd - - -	183	5	29 Mar.	Condie, Mackenzie & Co.	Perth.
Madoes - - -	336	5	10 „	W. Goodall -	Union Bank of Scotland, Errol, Perthshire.
Martins - - -	850	5	5 Apr.	R. H. Miller -	69, George Street, Perth.
ne - - - -	2,362	5	5 „	B. Mackenzie -	Stormont House, Scone, Perthshire.
nandry - - -	355	5	29 „	J. Marshall -	Tenandry, Pitlochry.
bermore - -	1,943	5	15 „	R. Jack - -	Tibbermore, Perth.
inity Gask - -	381	5	23 „	M. Finlayson -	Crieff.
ossachs - - -	351	5	29 Mar.	P. Buchanan -	Callander, Perthshire.
eem - - - -	406	5	24 Apr.	J. Fergusson -	Bank of Scotland, Aberfeldy.
22.] RENFREW.	*293,198*				
athcart - - -	28,358	9	12 Apr.	G. J. Cameron	104, West Regent Street, Glasgow.
aglesham - - -	1,075	5	25 Mar.	W. Browning -	Eaglesham, Glasgow.
astwood - - -	18,673	9	28 Feb.	R. Guy - -	120, WestRegent Street, Glasgow.
askine - - -	1,519	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
ourock - - -	6,356	7	20 „	G. Dunlop -	9, Kempock Street, Gourock, Renfrewshire.
REENOCK (Burgh) -	65,497	11	5 Apr.	A. F. Niven -	Municipal Buildings, Wallace Place, Greenock.
reenock East Parish (Landward) (including Port Glasgow, Landward).	2,273	5	9 May	G. Murray -	2, Argyle Street, Greenock.
reenock, West Parish (Landward).	295	5	8 „	W. McClure, Jun.	Mansion House, Greenock.
louston and Killallan	2,041	5	22 Mar.	W. King -	142, West George Street, Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
Inchinnan	573	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Renfrew Renfrewshire.
Inverkip	785	5	31 Mar.	G. Dunlop	2, Church Place, Greenock.
Kilbarchan	7,226	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmacolm	4,869	7	5 „	J. C. Huie	Royal Bank, Kilmacolm, Renfrewshire.
Levern	3,021	5	29 Mar.	R. S. Stewart	Barrhead, Glasgow.
Lochwinnoch	4,402	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns	3,409	7	24 Mar.	J. Wright	Mearns, Glasgow.
Neilston	13,716	9	3 May	Watson & Fife	Bank of Scotland, Barrhead, Glasgow.
PAISLEY (Burgh)	79,363	13	23 Apr.	MacRobert and Hutchison.	6, St. James Place, Paisley.
Paisley (Landward)	17,742	9	9 May	J. B. Stirling	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	16,857	9	25 Mar.	J. Hood J. H. Ross (*Deputy*).	Clydesdale Bank Buildings, Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	——	——
RENFREW (Burgh)	6,802	7	12 Apr.	T. Anderson	Board Room, Blythswood Testimonial School, Renfrew.
Renfrew (Landward)	8,340	7	10 May	J. R. Parker	1, Manse Street, Renfrew.
Skelmorlie	*See under*		Ayr.		
[35.] ROSS AND CROMARTY.	*76,450*				
Alness	956	5	24 Mar.	F. W. Macdonald.	Teaninich, Alness, Ross-shire.
Applecross	1,615	5	13 May	J. Grant	Shieldaig, Lochcarron, Ross-shire.
Avoch	1,852	5	7 „	R. J. Gillanders.	Fortrose, Ross-shire.
*Barvas	6,736	7	26 Mar.	J. MacDonald	Stornoway.
Carnoch	235	5	26 Apr.	W. Mackenzie	Dingwall.
Contin	516	5	15 Mar.	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
Cromarty (including Burgh).	1,848	5	12 „	A. H. Mackenzie.	Cromarty.
Dingwall (including Burgh).	2,758	7	9 Apr.	A. Ross	Dingwall.
Edderton	577	5	15 Sept.†	J. Stephen	Glenmorangie, Tain.
Fearn	1,761	5	25 Mar.	A. Wallace	Tullich, Fearn, Ross shire.
Fodderty	1,787		3 Apr.	C. Fraser	Westpark Cottage, Strathpeffer, Ross-shire.

* Busby Combination. *See* Carmunnock (Lanark).

† Date of nomination by Board of Education. Election, which took place on the 21st March, declared void by Sheriff.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY —*cont.*			1873.		
Portrose (included in Rosemarkie).	—	—	—	——	——
Gairloch - - -	3,797	9	20 Mar.	W. B. McRae -	Poolewe, Ross-shire.
Glenshiel - - -	343	5	5 May	W. M. Strachan	Fernfield, Strome Ferry
Killearnan - - -	933	5	19 Apr.	G. Maclennan -	Achnasoul, Muir of Ord, Ross-shire.
Kilmuir Easter - -	985	5	27 Mar.	D. Chisholm -	Lonevine, Delny, Ross-shire.
Kiltearn - - -	1,258	5	11 Apr.	G. S. M. Mackintosh -	Dingwall.
Kincardine - -	1,265	7	8 „	J. M. Ross . -	Ardgay.
Knoch-luichart -	589	5	8 „	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
Kintail - -	491	5	14 „	W. M. Strachan	Fernfield, Strome Ferry.
Knockbain - - -	1,504	5	2 „	D. Stuart -	Balnakyle, Munlochy, Ross-shire.
Lochalsh - - -	1,830	5	12 „	C. McRae -	14, Bank Street, Plockton, Ross-shire.
Lochbroom - - -	3,207	9	22 „	D. S. Ross -	Ullapool, Ross-shire.
Lochcarron - -	1,442	5	15 ,	A. Campbell -	Lochcarron, Ross-shire.
Lochs - - - -	4,733	7	28 Mar.	J. MacDonald -	Stornoway.
Logie Easter - -	819	5	14 Apr.	M. Macrae -	Kildary, S.O., Ross-shire.
Nigg - - - -	892	5	12 „	J. Sandison -	Invergordon, Ross-shire.
Resolis - - -	1,036	5	14 Mar.	E. Scott - -	Newmills Cottage, Resolis, Invergordon.
Rosemarkie (including Portrose).	1,465	5	7 Apr.	J. Henderson -	Fortrose, Ross-shire.
Rosskeen - - -	3,460	7	26 Mar.	W. George -	High Street, Invergordon, Ross-shire.
Stornoway (including Town).	12,983	7	3 Apr.	W. J. Clarke -	County Buildings, Stornoway.
Tain (including Burgh)	2,756	7	10 „	J. Stephen -	Morangie, Tain.
Tarbat - - -	1,358	5	20 May	H. Thomson -	Portmahomack, Ross-shire.
Uig - - - - -	4,497	7	31 Mar.	J. MacDonald -	Stornoway.
Urquhart and Logie Wester.	2,102	7	13 „	A. MacDonald	Conon Bridge, Ross-shire.
Urray - - -	2,064	5	26 Apr.	D. Maclean -	Fairburn Muir, Muir of Ord, Ross-shire.
[32.] ROXBURGH.	*48,500*				
Ancrum - - -	973	5	5 Apr.	T. Kennedy -	Ancrum, Roxburghshire.
Bedrule - - -	206	5	22 Mar.	Rev. J. Stevenson.	The Manse, Bedrule, Jedburgh.
Bowden - - -	660	5	20 ,	R. Dunn - -	Melrose.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—*cont.*			1873.		
Castleton	1,872	5	15 Apr.	J. Barrie	Hawick.
Cavers	1,250	7	1876. 22 Apr.	J. Conn	Royal Bank Buildings, Hawick.
Crailing	501	5	1873. 7 Apr.	G. Fargie	Kelso.
Eckford	707	5	24 Mar.	A. W. Main	Kelso.
Edgerston	262	5	11 Apr.	S. Hilson	County Buildings, Jedburgh.
Ednam	523	5	22 Mar.	D. Pringle	Ednam, Kelso.
HAWICK (Burgh)	17,303	9	8 Apr.	J. Oliver	Hawick.
Hawick (Landward)	1,199	5	10 „	J. Barrie	77, High Street, Hawick.
Hobkirk	552	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick
Hownam	192	5	22 Mar.	J. Cuthbert	Hownam, Kelso.
JEDBURGH (Burgh)	3,136	7	27 „	J. McDougall	The Nest, Jedburgh.
Jedburgh (Landward)	1,182	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso	4,525	7	15 Mar.	T. D. C. Smith	66, Woodmarket, Kelso.
Lilliesleaf	592	5	12 Apr.	Rev. G. Minto	Lilliesleaf, Roxburghshire.
Linton	405	5	5 „	J. Cook	The Schoolhouse, Linton, Kelso.
Makerstoun	337	5	17 „	J. Porteous	Coldstream.
Maxton	411	5	3 „	T. Lawrie	St. Boswells, Newtown St. Boswells
Melrose	4,707	7	12 „	T. T. Muir	Melrose.
Minto	427	5	19 „	A. Haddon	7, Tower Knowe, Hawick.
Morebattle	779	5	22 Mar.	H. Peattie	Hillbank House, Bowmont Street Kelso.
Oxnam	624	5	9 Apr.	J. D. Little	Oxnam, Jedburgh.
Roberton	397	5	28 Mar.	J. Wilson	Roberton, Hawick.
Roxburgh	835	5	11 „	A. W. Main	Kelso.
St. Boswells	940	5	22 „	T. Lawrie	St. Boswells, Newtown St. Boswells
Smailholm	341	5	27 „	J. Brown	Smailholm, Kelso.
Southdean	530	5	3 May	G. A. Russell	Glendouglas, Jedburgh.
Sprouston	911	5	18 Mar.	H. Peattie	32, Woodmarket, Kelso.
Teviothead	419	5	22 Apr.	R. Purdom	Hawick.
Yetholm	802	5	5 „	T. M. Beveridge	24, Woodmarket, Kelso.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	*23,388*		1873.		
Ashkirk - - -	404	5	15 Sept.*	M. McCall -	British Linen Co. Bank, Hawick.
Caddonfoot - -	695	5	30 Apr.	P. J. Carruthers	Stow, Midlothian.
Ettrick - - -	331	5	10 May	A. MacLaren -	School House, Ettrick, Selkirk.
GALASHIELS (Burgh) -	13,615	9	22 Mar.	G. D. Cramond	Bridge Street, Galashiels.
Galashiels (Landward)	354	5	29 ,,	W. Little -	Galashiels.
Kirkhope - - -	399	5	15 Apr.	J. Macaulay -	Selkirk.
SELKIRK (Burgh) -	5,486	7	22 Mar.	C. Alexander -	Selkirk.
Selkirk (Landward) -	1,604	5	2 Apr.	J. Macaulay -	Selkirk.
Yarrow - -	500	5	10 ,,	C. Alexander -	Selkirk.
[12.] SHETLAND.	*28,166*				
Bressay - - -	686	5	22 Apr.	R. D. Ganson -	Lerwick.
Delting - - -	1,389	5	15 ,,	Rev. A. Martin	The Manse, Voe, Lerwick.
Dunrossness - -	3,638	7	28 Mar.	J. Jarmson -	Sandwick, Lerwick.
Fetlar - - -	347	7	1 May	J. Hughson -	Hubie, Fetlar, Lerwick.
Lerwick - - -	6,519	9	15 Apr.	R. D. Ganson -	Lerwick.
Nesting, Lunnasting, Whalsay, and Skerries.	2,480	7	23 ,,	G. G. Irvine -	Symbister, Whalsay, Lerwick.
Northmavine - -	2,014	7	26 Mar.	C. A. A. Harrison	Swarthoul, Hillswick, Lerwick.
Sandsting and Aithsting.	2,396	7	18 Apr.	P. Thomson -	Garderhouse, Lerwick.
Tingwall, Whiteness, and Weisdale.	2,273	7	9 May	R. Inkster -	Scalloway, Shetland.
Unst - - - -	1,946	7	9 ,,	A. L. Williamson.	Millbrae, Baltasound, Lerwick.
Walls, Sandness, Papa, and Foula.	1,995	7	9 ,,	J. Georgeson -	Lochside, Walls, Lerwick.
Yell - - - -	2,483	7	6 ,,	J. N. Barclay -	Mid Yell, Lerwick.
[24.] STIRLING.	*141,948*				
Airth - - - -	1,360	5	21 Apr.	W. Stevenson -	2, Bank Street, Falkirk.
Baldernock - -	582	5	5 ,,	J. M. Roy -	Broomlands, Balmore, Torrance, Glasgow.
Balfron - - -	1,092	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Buchanan - - -	487	5	20 Apr.	W. Macpherson	Stirling Road, Drymen, Glasgow.
Campsie - - -	5,424	7	10 ,,	J. H. Wyllie -	Capieston House, Lennoxtown Glasgow.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
STIRLING—*cont.*			1873.		
Denny	8,268	7	7 Apr.	J. S. Davidson	Bank of Scotland, Denny.
*Drymen	1,121	5	22 Mar.	T. Peden	Drymen, Glasgow.
Dunipace	2,050	5	3 May	W. Hendry	Dunipace, Denny.
†FALKIRK (Burgh)	29,284	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward)	7,270	7	12 Apr.	B. Watson	Falkirk.
Fintry	314	5	19 Mar.	G. May	Fintry, Stirlingshire.
Gargunnock	633	5	18 ,,	R. Whyte	4, King Street, Stirling.
Grangemouth (including Bothkennar, Polmont, and part of Falkirk).	17,463	9	1900. 19 May	J. B. White	Grangemouth.
Killearn	929	5	1873. 29 Mar.	J. W. Thomson	Post Office, Killearn, Glasgow.
KILSYTH (Town)	7,471	7	7 Apr.	D. Stark	Burnbank Cottage, Kilsyth, Glasgow.
Kilsyth (Landward)	2,369	5	2 May	R. M. Lennox	Kilsyth, Glasgow.
Kippen	1,456	5	29 Mar.	P. Hay	Claymires, Port of Monteith Station, Stirlingshire.
Larbert	11,684	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie	4,432	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside	5,332	7	29 ,,	A. Hunter	National Bank Buildings, Falkirk.
St. Ninian's	8,152	7	29 ,,	J. Dobbie	Port Street, Stirling.
Slamannan	5,286	7	10 ,,	J. C. Allan	New Market Street, Falkirk.
‡STIRLING (Burgh)	18,609	9	8 ,,	J. Brown	10, Barnton Street, Stirling.
Strathblane	880	5	25 Apr.	J. Henry	Balfron, Glasgow.
[13.] SUTHERLAND.	*21,440*				
Assynt	2,386	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne	1,724	5	21 Mar.	A. Macleod (*interim*).	Badnellan, Brora, Sutherlandshire.
Creich	1,836	7	1 May	D. Shaw	Bonar Bridge, Ardgay.
Dornoch (including Burgh).	2,794	7	17 Apr.	J. Mackintosh	Dornoch, Sutherlandshire.
Durness	870	5	13 May	R. Swanson	Sangomore, Durness, Lairg.
Eddrachillis	1,418	5	8 ,,	C. Cowie	Scourie, Lairg.
Farr	2,557	7	25 Apr.	H. Gunn	Baligill, Melvich, Thurso.
Golspie	1,665	5	20 Mar.	D. Peters	County Buildings, Dornoch, Sutherlandshire.

* Finnich Combination. *J. Henry, Balfron, Glasgow.*

† School Board District extended by Order of Department, under § 30 of the Education (Scotland) Act, 1878, to include the part of the parish of Falkirk annexed to the Burgh in terms of the Falkirk Burgh Extension Act, 1900.

‡ Including Stirling (Landward), now abolished as a separate school district.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
UTHERLAND—*cont.*			1873.		
donan - - -	1,772	5	31 Mar.	A. Argo - -	Golspie.
rg - - - -	1,081	5	27 ,,	A. Gray - -	Culmallie, Lairg.
h - - -	449	5	29 ,,	J. J. Hill -	Helmsdale, Sutherlandshire.
gart - - -	1,105	5	25 June	A. N. Macaulay	Solicitor, Golspie.
ague - - -	1,783	5	28 Apr.	W. Morrison -	Borgie, Bettyhill, Thurso.
18.] WIGTOWN.	*32,557*				
sserton - - -	887	5	15 May	J. J. Colquhoun	Whithorn, Wigtownshire.
h - - - -	1,987	7	29 Mar.	A. McC. Parker	Stranraer.
rkcolm - - -	1,360	5	27 ,,	J. Reid - -	Kirkcolm, Stranraer.
rkcowan - -	1,153	5	20 May	J. Millar -	Kirkcowan, Wigtownshire.
rkinner - - -	1,255	5	31 ,,	J. Christison -	Barglass, Kirkinner, Wigtownshire.
rkmaiden - -	1,943	7	5 Apr.	P. M. Rodie -	Windmill, Logan, Stranraer.
swalt - - -	1,002	5	3 May	A. Aitken -	Stranraer.
ochrum - - -	1,958	5	28 ,,	J. J. Dunlop -	Port William, Wigtownshire.
w Luce - - -	557	5	27 Mar.	C. Kenmuir	Commercial Hotel, Newluce, Glenluce, Wigtownshire.
d Luce or Glenluce	2,157	7	27 ,,	J. Cullen, Jun.	Glenluce, Wigtownshire.
nninghame - -	3,228	7	4 Apr.	R. Carson -	Newton Stewart.
rtpatrick - -	1,048	5	22 Mar.	J. Brownlee -	Harbour Square, Portpatrick, Wigtownshire.
euchan - - -	211	5	7 June	J. M. Adair -	North Strand Street, Stranraer.
rbie - - -	1,373	5	21 May	J. Fingland -	Garlieston, Wigtownshire.
toneykirk - -	2,420	7	4 Mar.	J. McCaig -	High Mye, Stoneykirk, Wigtownshire.
RANRAER (Burgh) -	6,036	7	25 ,,	A. S. Carnochan	Prince's Street, Stranraer.
Whithorn - - -	2,235	7	20 May	J. J. Colquhoun	Whithorn, Wigtownshire.
Wigtown - - -	1,747	5	19 ,,	J. Clark - -	Wigtown.

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INDEX TO LIST OF SCHOOL BOARDS.

Parish or Burgh.	County.
Abbey St. Bathan's	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Aberlemno	Forfar.
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Abernethy	Perth.
Abernethy and Kincardine.	Inverness.
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See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Clackmannan.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther Easter	Fife.
Anstruther Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldbie	Dumfries.
Appin	Argyll.
See Lismore and Appin.	
Arbirlot	Forfar.
Arbroath (Burgh)	"
Arbroath and St. Vigeans (Landward).	"
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardgour	Argyll.
Ardnamurchan	"
Ardoch	Perth.
Ardrossan	Ayr.
Arisaig and Moidart	Inverness.
Arngask	Perth.
Arrochar	Dumbarton.
Ashkirk	Selkirk.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife.
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife.
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
See Springburn.	
Barr	Ayr.
Barra	Inverness.
Barry	Forfar.
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Bendochy	Perth.
Benholm	Kincardine.
Benvie	Forfar.
See Liff, &c.	
Bervie	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
See Harray and Birsay.	
Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	Kinross.
Blantyre	Lanark.
Boharm	Banff.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
See Crathie and Braemar.	
Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay	Shetland.
Broughton	Peebles.
See Kilbucho, Broughton and Glenholm.	
Broughty Ferry (Town).	Forfar.
Brydekirk	Dumfries.
Buchanan	Stirling.
Buckie	Banff.
See Rathven.	
Builtle	Kirkcudbright.
Bunkle and Preston	Berwick.
Burness	Orkney.
See Cross and Burness.	
Burntisland (Burgh)	Fife.
Burntisland (Landward).	"
Burray	Orkney
See South Ronaldshay and Burray.	
Cabrach	Banff.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambuslang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown(Burgh)	Argyll.
Campbeltown(Landward).	"
Campsie	Stirling.
Canisbay	Caithness
Canonbie	Dumfries.
Caputh	Perth.
Cardross	Dumbarton.
Careston	Forfar.
Cargill	Perth.
Carluke	Lanark.
Carmichael	"
Carmunnock	"
Carmylie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
See Bo'ness.	
Carrington	Edinburgh.
Carsphairn	Kirkcudbright.
Carstairs	Lanark.
Castleton	Roxburgh.
Cathcart	Renfrew.
Catterline	Kincardine
See Kinneff and Catterline	
Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen.
Chirnside	Berwick.
Clackmannan	Clackmannan.
Clarkston	Lanark.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	
Clunie	Perth.
Cluny	Aberdeen.

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Parish or Burgh.	County	Parish or Burgh.	County.	Parish or Burgh.	County.
Cyne	Sutherland.	Dalton	Dumfries.	Eaglesham	Renfrew.
Cockburnspath	Berwick.	Dalziel	Lanark.	Earlston	Berwick.
Cockpen	Edinburgh.	Daviot	Aberdeen.	Eassie and Nevay	Forfar.
Coldingham	Berwick.	Daviot and Dunlichty.	Inverness.	East Calder	Edinburgh.
Coldstream	,,	Deerness	Orkney.	*See Kirknewton and East Calder.*	
Colinton	Edinburgh.	*See St. Andrew's and Deerness.*		East Kilbride	Lanark.
Coll	Argyll.	Delting	Shetland.	Eastwood	Renfrew.
Collace	Perth.	Denny	Stirling.	Eccles	Berwick.
Colliesie	Fife.	Deskford	Banff.	Ecclesmachan	Linlithgow.
Colmonell	Ayr.	Dingwall	Ross.	Echt	Aberdeen.
Colonsay and Oronsay.	Argyll.	Dirleton	Haddington	Eckford	Roxburgh.
Colvend and Southwick.	Kirkcudbright.	Dollar	Clackmannan.	Eday	Orkney.
Comrie	Perth.	Dolphinton	Lanark.	Edderton	Ross.
Contin	Ross.	Dores	Inverness.	Eddleston	Peebles.
Corrie	Dumfries.	Dornoch	Sutherland.	Eddrachillis	Sutherland.
See Hutton and Corrie.		Dornock	Dumfries.	Edgerston	Roxburgh.
Corsock	Kirkcudbright.	Douglas	Lanark.	Edinburgh (City)	Edinburgh.
Corstorphine	Edinburgh.	Douglas Water	Lanark.	Edinkillie	Elgin.
Cortachy and Clova	Forfar.	Dowally	Perth.	Ednam	Roxburgh.
Coull	Aberdeen.	*See Dunkeld and Dowally.*		Edrom	Berwick.
Cousar Angus	Perth.	Drainie	Elgin.	Edsell	Forfar.
Covington and Thankerton.	Lanark.	Dreghorn	Ayr.	Egilshay	Orkney.
Coylton	Ayr.	Drumblade	Aberdeen.	*See Rousay and Egilshay.*	
Craig	Forfar.	Drumelzier	Peebles.	Elgin (Burgh)	Elgin.
Craigie	Ayr.	Drumoak	Aberdeen.	Elgin (Landward)	,,
Craignish	Argyll.	Dryfesdale	Dumfries.	Elie	Fife.
Crail	Fife.	Drymen	Stirling.	Ellon	Aberdeen.
Crailing	Roxburgh.	Duddingston (Landward).	Edinburgh.	Enzie	Banff.
Cramond	Edinburgh.	*See Edinburgh.*		Errol	Perth.
Cranshaws	Berwick.	Duffus	Elgin.	Erskine	Renfrew.
Cranston	Edinburgh.	Duirinish	Inverness.	Eskdalemuir	Dumfries.
Crathie and Braemar	Aberdeen.	Dull	Perth.	Ettrick	Selkirk.
Crawford	Lanark.	Dumbarton (Burgh)	Dumbarton.	Evie and Rendall	Orkney.
Crawfordjohn	,,	Dumbarton (Landward).	,,	Ewes	Dumfries.
Creich	Fife.	Dumfries (Burgh)	Dumfries.	Eyemouth	Berwick.
Creich	Sutherland.	Dumfries (Landward).	,,		
Crichton	Edinburgh.	Dun	Forfar.	Fala and Soutra	Edinburgh.
Crieff	Perth.	Dunbar (Burgh)	Haddington.	Falkirk (Burgh)	Stirling.
Crimond	Aberdeen.	Dunbar (Landward)	,,	Falkirk (Landward).	,,
Cromarty	Ross.	Dunbarney	Perth.	Falkland	Fife.
Cromdale	Elgin.	Dunblane & Lecropt	,,	Farnell	Forfar.
Cross and Burness	Orkney.	Dunbog	Fife.	Farr	Sutherland.
Crossbill	Ayr.	Dundee (Burgh)	Forfar.	Fearn	Ross.
Crossmichael	Kirkcudbright.	Dundee (Landward)	,,	Fenwick	Ayr.
Croy and Dalcross	Inverness.	Dundonald	Ayr.	Fern	Forfar.
Cruden	Aberdeen.	Dunfermline (Burgh).	Fife.	Ferry-port-on-Craig	Fife.
Cullen	Banff.	Dunfermline (Landward).	,,	Fetlar	Shetland.
Culross	Fife.	Dunino	,,	Fetteresso and Rickarton	Kincardine.
Culsalmond	Aberdeen.	Dunipace	Stirling.	Findo Gask	,,
Culter	Lanark.	Dunkeld and Dowally.	Perth.	Fintray	Perth.
Cults	Fife.	Dunlichty	Inverness.	Fintry	Aberdeen.
Cumbernauld	Dumbarton.	*See Daviot and Dunlichty.*		Firth and Stenness	Stirling.
Cumbrae	Bute.	Dunlop	Ayr.	Flisk	Orkney.
Cumlodden	Argyll.	Dunnet	Caithness.	Flotta	Fife.
Cummertrees	Dumfries.	Dunnichen	Forfar.	*See Walls and Flotta.*	Orkney.
Cupar (Burgh)	Fife.	Dunning	Perth.	Fodderty	Ross
Cupar (Landward)	,,	Dunnottar	Kincardine.	Fogo	Berwick.
Currie	Edinburgh.	Dunoon and Kilmun	Argyll.	Forbes	Aberdeen.
Dailly	Ayr.	Dunrossness	Shetland.	*See Tullynessle and Forbes.*	
Dairsie	Fife.	Dunscore	Dumfries.	Fordoun	Kincardine
Dalarossie	Inverness.	Duns	Berwick.	Fordyce	Banff.
See Moy and Dalarossie.		Dunsyre	Lanark.	Forfar (Burgh)	Forfar.
Dalavich	Argyll.	Durisdeer	Dumfries.	Forfar (Landward)	,,
See Kilchrenan and Dalavich.		Durness	Sutherland.	Forgan	Fife.
Dalcross	Inverness.	Durris	Kincardine.	Forgandenny	Perth.
See Croy and Dalcross.		Duthill and Rothiemurchus.	Inverness.	Forglen	Banff.
Dalgety	Fife.	Dyce	Aberdeen.	Forgue	Aberdeen.
Dalkeith (Town)	Edinburgh.	Dyke	Elgin.	Forres (Burgh)	Elgin.
Dalkeith (Landward)	,,	Dysart (Burgh)	Fife.	Forres (Landward)	,,
Dallas	Elgin.	Dysart (Landward)	Fife.	Forteviot	Perth.
Dalmellington	Ayr.	*See Kirkcaldy and Dysart (Landward).*		Fortingall	,,
Dalmeny	Linlithgow.			Fortrose	Ross.
Dalry	Ayr.			*See Rosemarkie.*	
Dalry	Kirkcudbright.			Fossoway and Tullibole.	Kinross.
Dalrymple	Ayr.				
Dalserf	Lanark.				

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Parish or Burgh.	County.
Foula	Shetland.
See Walls, &c.	
Foulden	Berwick.
Foveran	Aberdeen.
Fowlis Easter	Forfar.
Fowlis Wester	Perth.
Fraserburgh	Aberdeen.
Friockheim	Forfar.
Fyvie	Aberdeen.
Gairloch	Ross.
Galashiels (Burgh)	Selkirk.
Galashiels (Landward)	"
Galston	Ayr.
Gamrie	Banff.
Gargunnock	Stirling.
Gartly	Aberdeen.
Gartmore	Perth.
Garvald	Haddington.
Garvock	Kincardine.
Gigha and Cara	Argyll.
Girthon	Kirkcudbright.
Girvan (Town)	Ayr.
Girvan (Landward)	"
Gladsmuir	Haddington.
Glamis	Forfar.
Glasgow (Burgh)	Lanark.
Glass	Aberdeen.
Glassary	Argyll.
Glasserton	Wigtown.
Glassford	Lanark.
Glenaray	Argyll.
Glenbervie	Kincardine.
Glenbucket	Aberdeen.
Glencairn	Dumfries.
Glencorse	Edinburgh.
Glendevon	Perth.
Glenelg	Inverness.
Glengairn	Aberdeen.
Glengarry	Inverness.
Glenholm	Peebles.
See Kilbucho, Broughton and Glenholm.	
Glenisla	Forfar.
Glenluce	Wigtown.
See Old Luce.	
Glenmoriston	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes	Banff.
Glenshiel	Ross.
Glentanner	Aberdeen.
See Aboyne and Glentanner.	
Golspie	Sutherland.
Gordon	Berwick.
Gourock	Renfrew.
Govan	Lanark.
Graemsay	Orkney.
See Hoy and Graemsay.	
Grange	Banff.
Grangemouth	Stirling.
Greenlaw	Berwick.
Greenock (Burgh)	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney	Dumfries.
Guthrie	Forfar.
Haddington (Burgh)	Haddington.
Haddington (Landward).	Haddington.
Halfmorton	Dumfries.
Halkirk	Caithness.
Hamilton (Burgh)	Lanark.
Hamilton (Landward).	"
Harray and Birsay	Orkney.
Harris	Inverness.
Hawick (Burgh)	Roxburgh.
Hawick (Landward)	"
Heriot	Edinburgh.
Hobkirk	Roxburgh.
Hoddam	Dumfries.
Holm	Orkney.
Holywood	Dumfries.
Houston and Killallan.	Renfrew.
Hownam	Roxburgh.
Hoy and Graemsay	Orkney.
Humble	Haddington.
Hume and Stichill	Berwick.
Huntly	Aberdeen.
Hutton	Berwick.
Hutton and Corrie	Dumfries.
Inch	Wigtown.
Inchinnan	Renfrew.
Inchture	Perth.
Inishail	Argyll.
See Glenorchy and Inishail.	
Innerleithen	Peebles.
Innerwick	Haddington.
Innerwick (Glenlyon)	Perth.
Insch	Aberdeen.
Insh	Inverness.
Inveraray (Burgh)	Argyll.
See Glenaray.	
Inverarity	Forfar.
Inveravon	Banff.
Inverchaolain	Argyll.
Inveresk (Landward)	Edinburgh.
Invergowrie	Forfar.
See Liff, &c.	
Inverkeilor	"
Inverkeithing	Fife.
Inverkeithny	Banff.
Inverkip	Renfrew.
Inverness (Burgh)	Inverness.
Inverness (Landward).	"
Inverurie	Aberdeen.
Irongray	Kirkcudbright.
Irvine (Burgh)	Ayr.
Irvine (Landward)	"
Jedburgh (Burgh)	Roxburgh.
Jedburgh (Landward).	"
Johnstone	Dumfries.
Jura	Argyll.
Kearn	Aberdeen.
See Auchindoir and Kearn.	
Keig	"
Keir	Dumfries.
Keiss	Caithness.
Keith	Banff.
Keithhall and Kinkell.	Aberdeen.
Kells	Kirkcudbright.
Kelso	Roxburgh.
Kelton	Kirkcudbright.
Kemback	Fife.
Kemnay	Aberdeen.
Kenmore	Perth.
Kennethmont	Aberdeen.
Kenoway	Fife.
Kettins	Forfar.
Kettle	Fife.
Kilbarchan	Renfrew.
Kilbirnie	Ayr.
Kilbrandon and Kilchattan	Argyll.
Kilbride	"
See Kilmore and Kilbride.	
Kilbride	Bute.
Kilbucho, Broughton and Glenholm	Peebles.
Kilcalmonell	Argyll.
Kilchattan	"
See Kilbrandon and Kilchattan.	
Kilchenzie	"
See Killean and Kilchenzie.	
Kilchoman	"
Kilchrenan and Dalavich.	"
Kilconquhar	Fife.
Kildalton	Argyll.
Kildonan	Sutherland
Kildrummy	Aberdeen.
Kilfinan	Argyll.
Kilfinichen and Kilvickeon.	"
Kilfallan	Renfrew.
See Houston and Killallan.	
Killarrow and Kilmeny.	Argyll.
Killean and Kilchenzie.	"
Killearn	Stirling.
Killearnan	Ross.
Killin	Perth.
Kilmadock	"
Kilmacolm	Renfrew.
Kilmallie	Inverness.
Kilmany	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock	Dumbarton.
Kilmartin	Argyll.
Kilmaurs	Ayr.
Kilmelford	Argyll.
See Kilninver and Kilmelford.	
Kilmeny	"
See Killarrow and Kilmeny.	
Kilmodan	"
Kilmonivaig	Inverness
Kilmorack	"
Kilmorich	Argyll.
See Lochgoilhead and Kilmorich.	
Kilmore and Kilbride.	"
Kilmore	"
See Kilninian and Kilmore.	
Kilmory	Bute.
Kilmuir	Inverness.
Kilmuir Easter	Ross.
Kilmun	Argyll.
See Dunoon and Kilmun.	
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny	Fife.
Kilspindie	Perth.
Kilsyth (Town)	Stirling.
Kilsyth (Landward)	"
Kiltarlity	Inverness
Kiltearn	Ross.

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Parish or Burgh.	County.
Kilvickeon	Argyll.
See Kilfinichen and Kilvickeon.	
Kilwinning	Ayr.
Kincardine	Inverness.
See Abernethy and Kincardine.	
Kincardine	Perth.
Kincardine	Ross.
Kincardine O'Neil	Aberdeen.
Kinchaven	Perth.
Kindanna	"
Kingarth	Bute.
King Edward	Aberdeen.
Kinghorn	Fife.
Kinglassie	"
Kingoldrum	Forfar.
Kingsbarns	Fife.
Kingussie	Inverness.
Kininmonth	Aberdeen.
Kinkell	"
See Keithhall and Kinkell.	
Kinloch	Perth.
See Lethendy and Kinloch.	
Kinloch-Luichart	Ross.
Kinloch-Rannoch	Perth.
Kinloss	Elgin.
Kinnaird	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell	Forfar
Kinnellar	Aberdeen.
Kinnettles	Forfar.
Kinnoull	Perth.
Kinross	Kinross.
Kintail	Ross.
Kintore	Aberdeen.
Kippen	Stirling.
Kirkbean	Kirkcudbright.
Kirkcaldy (Burgh)	Fife.
Kirkcaldy and Dysart (Landward).	"
Kirkcolm	Wigtown.
Kirkconnel	Dumfries.
Kirkcowan	Wigtown.
Kirkcudbright	Kirkcudbright.
Kirkden	Forfar.
Kirkgunzeon	Kirkcudbright.
Kirkhill	Inverness.
Kirkhope	Selkirk.
Kirkinner	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	"
Kirkliston	Linlithgow.
Kirkmabreck	Kirkcudbright.
Kirkmahoe	Dumfries.
Kirkmaiden	Wigtown.
Kirkmichael	Ayr.
Kirkmichael	Banff.
Kirkmichael	Dumfries.
Kirkmichael	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta	"
Kirkton	Roxburgh.
See Cavers.	
Kirkurd	Peebles.
Kirkwall (Burgh)	Orkney.
Kirkwall (Landward) and St. Ola.	"
Kirriemuir	Forfar.
Knockando	Elgin.
Knockbain	Ross.
Lady	Orkney.
Ladykirk	Berwick.
Laggan	Inverness.
Lairg	Sutherland.
Lamington	Lanark.
See Wandell and Lamington.	
Lanark (Burgh)	"
Lanark (Landward)	"
Langholm	Dumfries.
Langton	Berwick.
Larbert	Stirling.
Largo	Fife.
Largoward	"
Largs	Ayr.
Larkhall	Lanark.
Lasswade	Edinburgh.
Latheron	Caithness.
Lauder	Berwick.
Laurencekirk	Kincardine.
Leadhills	Lanark.
Lecropt	Perth.
See Dunblane and Lecropt.	
Legerwood	Berwick.
Leith (Burgh)	Edinburgh.
Leith (Landward)	"
See Edinburgh.	
Leochel-Cushnie	Aberdeen.
Lerwick	Shetland.
Leslie	Aberdeen.
Leslie	Fife.
Lesmahagow	Lanark.
Leswalt	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar	Forfar.
See Navar and Lethnot.	
Leuchars	Fife.
Levern	Renfrew.
Libberton	Lanark.
Liberton	Edinburgh.
Liff, Benvie and Invergowrie.	Forfar.
Lilliesleaf	Roxburgh.
Linlithgow (including Burgh).	Linlithgow.
Linton	Roxburgh.
Lintrathen	Forfar.
Lismore and Appin	Argyll.
Little Dunkeld	Perth.
Livingstone	Linlithgow.
Lochalsh	Ross.
Lochbroom	"
Lochcarron	"
Lochgelly	Fife.
Lochgilphead	Argyll.
Lochgoilhead and Kilmorich.	"
Lochlee	Forfar.
Lochmaben	Dumfries.
Lochrutton	Kirkcudbright.
Lochs	Ross.
Lochwinnoch	Renfrew.
Logie	Fife.
Logie	Stirling.
Logiealmond	Perth.
Logie Buchan	Aberdeen.
Logie Coldstone	"
Logie Easter	Ross.
Logie Pert	Forfar.
Logierait	Perth.
Logie Wester	Ross.
See Urquhart and Logie Wester.	
Longforgan	Perth.
Longformacus	Berwick.
Longside	Aberdeen.
Lonmay	"
Loth	Sutherland.
Loudoun	Ayr.
Lumphanan	Aberdeen.
Lunan	Forfar.
Lundie	"
Lunnasting	Shetland.
See Nesting, &c.	
Luss	Dumbarton.
Lyne and Megget	Peebles.
Maderty	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun	Roxburgh.
Manor	Peebles.
Markinch	Fife.
Marnoch	Banff.
Maryculter	Kincardine.
Maryhill	Lanark.
Marykirk	Kincardine.
Maryton	Forfar.
Mauchline	Ayr.
Maxton	Roxburgh.
Maybole	Ayr.
Mearns	Renfrew.
Megget	Peebles.
See Lyne and Megget.	
Meigle	Perth.
Meldrum	Aberdeen.
Melrose	Roxburgh.
Menmuir	Forfar.
Mertoun	Berwick.
Methlick	Aberdeen
Methven	Perth.
Mid-Calder	Edinburgh.
Middlebie	Dumfries.
Midmar	Aberdeen.
Millbrex	"
Minnigaff	Kirkcudbright.
Minto	Roxburgh.
Mochrum	Wigtown.
Moffat	Dumfries
Moneydie	Perth.
Monifieth	Forfar.
Monikie	"
Monimail	Fife.
Monkton and Prestwick	Ayr.
Monquhitter	Aberdeen.
Montrose (Burgh)	Forfar.
Montrose (Landward).	"
Monymusk	Aberdeen.
Monzievaird and Strowan.	Perth.
Moonzie	Fife.
Mordington	Berwick.
Morebattle	Roxburgh.
Morham	Haddington.
Mortlach	Banff.
Morton	Dumfries.
Morvern	Argyll.
Moulin	Perth.
Mouswald	Dumfries.
Moy and Dalarossie	Inverness.
Muckairn	Argyll.
See Ardchattan and Muckairn.	
Muckart	Perth.
Muiravonside	Stirling.
Muirkirk	Ayr.
Murroes	Forfar.
Musselburgh (Burgh)	Edinburgh.
Muthill	Perth.
Nairn (Burgh)	Nairn.
Nairn (Landward)	"
Navar and Lethnot	Forfar.
Neilston	Renfrew.
Nenthorn	Berwick.
Nesting, Lunnasting, Whalsay and Skerries.	Shetland.
Nevay	Forfar.
See Essie and Nevay.	
New Abbey	Kirkcudbright.
Newbattle	Edinburgh.
Newburgh	Fife.
Newburn	"
New Byth	Aberdeen.

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Parish or Burgh	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	"
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitaligo.	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton-on-Ayr (Landward). *See St. Quivox.*	Ayr.
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	"
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Olrig	Caithness.
Ord	Banff.
See Banff (Ld).	
Ordiquhill	"
Ormiston	Haddington.
Oronsay	Argyll.
See Colonsay and Oronsay.	
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Paisley (Landward)	"
Panbride	Forfar.
Papa	Shetland.
See Walls, &c..	
Papa Westray	Orkney.
See Westray and Papa Westray.	
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuik	Edinburgh.
Penninghame	Wigtown.
Penpont	Dumfries.
Persie	Perth.
Perth (Burgh)	"
Perth, East Parish (Landward).	"
Peterculter	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward).	"
Pettinain	Lanark.
Petty	Inverness.
Pitaligo	Aberdeen.
Pittenweem	Fife.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), *united to East Parish, Greenock.*	Renfrew.
Portmoak	Kinross.
Portobello (Burgh) *See Edinburgh.*	Edinburgh.
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston *See Bunkle and Preston.*	Berwick.
Prestonkirk	Haddington.
Prestonpans	"
Prestwick *See Monkton and Prestwick.*	Ayr.
Queensferry (Burgh) *See Dalmeny.*	Linlithgow.
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall *See Evie and Rendall.*	Orkney
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	"
Kerrick	Kirkcudbright.
Rescobie	Forfar.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton *See Fetteresso and Rickarton.*	Kincardine.
Roberton *See Wiston and Roberton.*	Lanark.
Roberton	Roxburgh.
Rogart	Sutherland.
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
Rothesay (Landward) *See North Bute.*	"
Rothiemay	Banff.
Rothiemurchus *See Duthill and Rothiemurchus.*	Inverness.
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Ruthergien(including Burgh.)	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrews and Deerness.	Orkney.
St. Andrews (Burgh)	Fife.
St. Andrews (Land.)	"
St. Andrews Lhanbryd.	Elgin.
St. Boswells	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martins	"
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola *See Kirkwall and St. Ola (Land.)*	Orkney.
St. Quivox (Land.) and Newton-on-Ayr (Land.)	Ayr.
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness *See Walls, &c.*	Shetland.
Sandsting and Aithsting.	"
Sandwick	Orkney.
Sanquhar	Dumfries.
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	"
Shapansey	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldbie *See Applegarth and Sibbaldbie.*	Dumfries.
Skelmorlie	Ayr
Skene	Aberdeen.
Skipness	Argyll.
See Saddell and Skipness.	
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	"
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick *See Colvend and Southwick.*	Kirkcudbright.
South Yell *See Mid and South Yell.*	Shetland.
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stenness *See Firth and Stenness.*	Orkney.
Stenscholl	Inverness.
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	"
Stichill *See Hume and Stichill.*	Berwick.
Stirling (Burgh)	Stirling.
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven	Kincardine.
Included partly in Dunnottar and partly in Fetteresso.	
Stonehouse	Lanark.
Stoneykirk	Wigtown.
Stornoway	Ross.
Stow	Edinburgh.
Straeathro	Forfar

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Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
chan	Kincardine.	Tongland	Kirkcudbright.	Walls, Sandness, Papa and Foula	Shetland.
chur	Argyll.	Tongue	Sutherland.		
See Stralachlan and Strachur.		Toroasy	Argyll.	Walls and Flotta	Orkney.
		Torphichen	Linlithgow.	Walston	Lanark.
ifton	Ayr.	Torryburn	Fife.	Wamphray	Dumfries.
lachlan and Strachur.	Argyll.	Torthorwald	Dumfries.	Wandell and Lamington.	Lanark.
		Tough	Aberdeen.		
nraer (Burgh)	Wigtown.	Towie	"	Watten	Caithness.
th	Inverness.	Tranent	Haddington.	Weem	Perth.
thblane	Stirling.	Traquair	Peebles.	Weisdale	Shetland.
thdon	Aberdeen.	Trinity Gask	Perth.	*See Tingwall, &c.*	
thmartine	Forfar.	Troqueer	Kirkcudbright.	Wemyss	Fife.
See Mains and Strathmartine.		Trossachs	Perth.	West Calder	Edinburgh.
		Tullialian	Fife.	Westerkirk	Dumfries.
thmiglo	Fife.	Tullich	Aberdeen.	West Kilbride	Ayr.
ichen	Aberdeen.	*See Glenmuick and Tullich.*		West Linton	Peebles.
omness	Orkney.			Westray and Papa Westray.	Orkney.
onsay	"	Tulliebole	Kinross.		
ontian	Argyll.	*See Fossoway and Tulliebole.*		Westruther	Berwick.
inton	Berwick.			Whalsay	Shetland.
mington	Ayr.	Tullynessle and Forbes	Aberdeen.	*See Nesting, &c.*	
mington	Lanark.			Whitburn	Linlithgow.
		Tundergarth	Dumfries.	Whitekirk and Tyninghame	Haddington.
		Turriff	Aberdeen.		
in	Ross.	Tweedsmuir	Peebles.	Whiteness	Shetland.
nnadice	Forfar.	Twynholm	Kirkcudbright.	*See Tingwall, &c.*	
rbat	Ross.	Tyninghame	Haddington.	Whithorn	Wigtown.
rbert	Argyll.	*See Whitekirk and Tyninghame.*		Whitsome	Berwick.
rbolton	Ayr.			Whittinghame	Haddington.
rland	Aberdeen.	Tynron	Dumfries.	Wick (Burgh)	Caithness.
rves	"	Tyree	Argyll.	Wick (Landward)	"
aling	Forfar.	Tyrie	Aberdeen.	Wigtown	Wigtown.
mple	Edinburgh.			Wilton	Roxburgh.
mandry	Perth.			*See Hawick.*	
rregles	Kirkcudbright.	Udny	"	Wiston and Roberton	Lanark.
wiothead	Roxburgh.	Uig	Ross.		
hankerton	Lanark.	Unst	Shetland.		
See Covington and Thankerton.		Uphall	Linlithgow.	Yarrow	Selkirk.
		Urquhart	Elgin.	Yell	Shetland.
hurso	Caithness.	Urquhart and Glenmoriston.	Inverness.	Yester	Haddington.
bbermore	Perth.			Yetholm	Roxburgh.
llicoultry	Clackmannan.	Urquhart and Logie Wester.	Ross.	Ythan Wells	Aberdeen.
ingwall, Whiteness and Weisdale	Shetland.				
inwald	Dumfries.	Urr	Kirkcudbright.		
		Urray	Ross.		

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VOLUNTARY SCHOOLS.

(Arranged in Counties) with the Names and Addresses of the Official Correspondents.

Note.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland*; U.F.C., with the *United Free Church*; E., with the *Episcopal Church*; R.C., with the *Roman Catholic Church*.

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Cathedral R.C.S.	Rev. J. C. Meany	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), C. of S. Practising S. - - -	G. A. Simpson -	9, Golden Square, Aberdeen.
Aberdeen (Burgh), C. of S. Practising Higher Grade S.		
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C. S. - - -	J. Duguid -	57, Crown Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C. Higher Grade S. -		
Aberdeen, Queen's Cross R.C.S.	Madame Walpole.	Convent of the Sacred Heart, Queen's Cross, Aberdeen.
Aberdeen (Burgh), St. Andrew's E.S.	J. Taylor - -	245, Union Street, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. F. P. Williamson	Wellington House, Alford Place, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. A. Grant -	St. Peter's Rectory, Justice Street, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol (*Int.*)	Ordhead, Aberdeen.
Cluny, U.F.C.S. - - -	H. Littlejohn -	Upper Sauchen, Sauchen, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie Side S.	J. B. Macdiarmid	Estates Office, Balmoral Castle, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. A. C. W. Saunders	The Manse, Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S. - -	Rev. J. Strachan	Cruden Rectory, Port Erroll, Aberdeenshire.
Culsalmond, Tillymorgan E.S.	Rev. J. Stuart -	Tillymorgan Rectory, Rothie Norman, Aberdeenshire.
Forgue E.S. - - - - -	G. Winton -	Kirkton Cottage, Forgue, Huntly.
Fraserburgh, Female Industrial Ch. S.	W. Pressley -	Saltoun Chambers, Fraserburgh.
Fraserburgh, St. Peter's E.S.	Rev. H. Fyfe -	The Rectory, Fraserburgh.

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Name of School.	Correspondent.	Postal Address.
ABERDEEN—*cont.*		
Huntly, R.C.S.	Rev. C. Macdonald.	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S.	Rev. R. Ritchie (*Int.*)	St. Mary's Rectory, Inverurie.
Millbrex District Ch. S.	Rev. C. Giles	The Manse, Millbrex, Fyvie, Aberdeenshire.
New Deer, Bonnykelly S.	J. Adie	Bonnykelly, Aberdeen.
New Pitsligo, St. John's E.S.	Rev. E. J. Petrie	Denburn House, New Pitsligo, Aberdeen.
Peterhead, St. Peter's E.S.	R. Gray	Peterhead.
Strichen, All Saints E.S	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
Tyrie, Boyndlie E.S.	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
ARGYLL.		
Acharacle, Mingarry R.C.S. (See under Inverness.)		
Campbeltown (Burgh), St. Kieran's R.C.S.	Rev. J. Macdonald.	St. Kieran's R.C. Church, Campbeltown.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. Mac-Elmail.	Dunoon.
Lismore and Appin, Carnock, Glencoe, St. Mary E.S.	Rev. A. S. Mac-Innes.	The Rectory, Glencoe, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Mrs. M. E. Macdonald.	St. John's Rectory, Ballachulish, R.S.O., Argyllshire.
Oban (Burgh) R.C.S.	Right Rev. Bishop Smith	Bishop's House, Oban.
,, ,, St. John's E.S.	Mrs. E. Baily	1, Victoria Crescent, Oban.
AYR.		
Ardrossan, Saltcoats R.C.S.	Rev. F. Cronin	R.C. Presbytery, Saltcoats.
Auchinleck, St. Patrick's R.C.S.	Very Rev. J. A. O'Neill	Birnieknowe, Auchinleck, Ayrshire.
Ayr (Burgh) E.S.	Rev. J. V. Hammond.	43, Park Circus, Ayr.
Ayr (Burgh), St. Margaret's R.C.S.	Very Rev. D. Canon Collins.	St. Margaret's, Ayr.

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Name of School.	Correspondent.	Postal Address.
AYR—*cont.*		
Dailly, Wallacetown Works S.	W. G. Wilson -	Dalquharran Colliery, Dailly, Ayrshire.
Dalmellington R.C.S. - -	Rev. T. A. Hayes	Waterside, Dunaskin, Ayrshire.
Dalry, St. Palladius, R.C.S. -	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Dundonald, Troon, St. Patrick's R.C.S.	Rev. J. Brady -	Catholic Church, Troon.
Galston, St. Sophia R.C.S.	Rev. J. Hogan -	Galston, Ayrshire.
Girvan (Town), Sacred Heart R.C.S.	Miss B. Flood -	Ailsa Street, Girvan.
Irvine (Burgh) R.C.S. - -	Rev. F. Letters	St. Mary's, Irvine.
Kilbirnie Female Industrial S.	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
„ St. Bridget's R.C.S. -	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) R.C.S. -	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilwinning, St. Winning's R.C.S.	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Largs, St. Mary's R.C.S. -	Rev. P. A. McCarthy.	Catholic Church, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	J. and J. Hendrie	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S.	Rev. P. McDaniel	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S.	Rev. L. Puissant	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Old Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Riccarton, Barleith S. - -	W. Pinkerton -	Glasgow and S.W. Railway, Hurlford, Ayrshire.
„ Hurlford, St. Paul's R.C.S.	Rev. J. Hogan -	St. Paul's, Hurlford, Ayrshire.
Stevenston, St. John's R.C.S.	Rev. J. C. O'Neill	Stevenston, Ayrshire.
Tarbolton, St. Ann's R.C.S.	Rev. J. M. A. Cameron.	St. Ann's, Annbank Station, Ayr.
BANFF.		
Aberlour, Charlestown E.S. -	Rev. C. Jupp -	The Orphanage, Aberlour, Banffshire.
Banff (Burgh), St. Andrew's E.S.	T. Barton -	Seafield Street, Banff.
Fordyce, Portsoy Durn Road S.	J. Young - -	Seafield Street, Portsoy, Banffshire.
Inveravon, Ballindalloch Lady McPherson Grant's S.	P. Henderson	Marionburgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet) R.C.S.	Rev. C. C. Mackenzie.	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart.	Tombae, Glenlivet, Ballindalloch, Banffshire.

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Name of School.	Correspondent.	Postal Address.
BANFF—*cont.*		
Keith R.C.S. -	Rev. J. Paul -	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. G. Nicol -	Tomintoul, Ballindalloch, Banffshire.
Marnoch, Aberchirder E.S. -	Rev. D. Kerrin	Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S. -	Rev. G. P. Shaw	Chapel House, Dufftown, Banffshire.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. T. W. H. White.	The Parsonage, Buckie.
,, Buckie R.C.S. - -	Rev. J. McIntosh.	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston, Preston S.	Lady Home -	Bonkyl Lodge, Duns.
Earlston, Mellerstain S. -	H. A. Martin -	Mellerstain, Kelso.
BUTE.		
Kingarth, Mount Stewart R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
CAITHNESS.		
Olrig Female S. - - -	Rev. A. H. Gillieson, B.D.	Manse of Olrig, Castletown, Thurso.
CLACKMANNAN.		
Alloa (Town) E.S. - -	A. P. Moir -	Bank Street, Alloa.
,, ,, St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S. - -	T. Donaldson -	Holmfoot, Alva, Clackmannanshire.
DUMBARTON.		
Bonhill, Alexandria St. Mary's R.C.S.	Rev. M. McCabe	Chapel House, Alexandria, Dumbartonshire.
Cardross, Renton, St. Martin's R.C.S.	Rev. M. Jansen	Renton Dumbarton.
Cumbernauld, Croy, Holy Cross R.C.S.	Rev. F. A. McCann - -	Croy House, Croy, Glasgow.
Dumbarton (Burgh) R.C.S. -	Rev. H. Kelly -	Croftbank, Dumbarton.

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Name of School.	Correspondent.	Postal Address.
DUMBARTON—*cont.*		
Kirkintilloch (Town) R.C.S.	Rev. T. Delbeke	Kirkintilloch, Glasgow.
New Kilpatrick, Milngavie R.C.S.	Rev. D. O'Sullivan.	Chapel House, Milngavie, Glasgow.
Old Kilpatrick, Clydebank, Our Holy Redeemer's R.C.S.	Rev. J. Montgomery.	Clyde Street, Clydebank, Glasgow.
„ „ Duntocher, St. Mary's R.C.S.	Rev. B. Lynch -	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph's R.C.S.	Rev. A. Mackintosh.	St. Joseph's, Helensburgh.
„ „ Trinity E.S.	J. R. Harrison -	Croft House, Helensburgh.
DUMFRIES		
Annan, St. Columba's R.C.S.	Rev. M. Carey -	St. Columba's Presbytery, Annan.
Closeburn, Wallace Hall Academy.	J. C. R. Macdonald.	84, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R.C.S.	Rev. D. O'Brien	Bishop's House, Dumfries.
„ „ St. John's E.S.	Rev. C. Campbell	St. John's Rectory, Dumfries.
Durrisdeer, Enterkinfoot S. -	J. R. Wilson -	Sanquhar, Dumfriesshire.
Morton, Carronbridge, Duke of Buccleuch's S.	J. H. Dickson -	Dabton, Thornhill.
Ruthwell Female Industrial S.	Rev. J. L. Dinwiddie	Ruthwell, Dumfriesshire.
Sanquhar, Mennoch Bridge, Duke of Buccleuch's S.	J. R. Wilson -	Sanquhar, Dumfriesshire.
„ Wanlockhead S. -	R. Strathern -	12, Charlotte Street South, Edinburgh.
EDINBURGH.		
Borthwick, Newlandrig Subscription S.	R Smith	Gorebridge, Midlothian.
Cockpen, Bonnyrigg Girls' S.	J. R. Anderson -	48, Castle Street, Edinburgh.
Crichton, Pathhead, St. Mary's R.C.S.	Rev. F. W. Jerrard.	St. David's, Dalkeith.
Dalkeith (Town), St. David's R.C.S.	Rev. J. Head -	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E.S.	Rev. G. A. Cooke	Dalkeith.
Edinburgh (City), Abbeyhill E.S.	Rev. R. J. Mackay	19, Dalziel Place, Edinburgh.
Edinburgh (City), All Saints' E.S.	Rev. G. E. W. Holmes	26, Brougham Street, Edinburgh.
Edinburgh (City), C. of S. Normal Practising School Edinburgh (City), C. of S. Normal Practising Higher Grade S.	J. A. Trail, LL.D., W.S.	16, Chambers Street, Edinburgh.

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Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Edinburgh (City), Deaf and Dumb Institution.	A. Scott - -	2, York Buildings, Edinburgh.
Edinburgh (City), Donaldson's Hospital Deaf Mute S.	R. C. Bell -	13, Hill Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader -	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's S.	A. Heron - -	14, Hanover Street, Edinburgh.
Edinburgh (City), James Gillespie's Higher Grade S.		
Edinburgh (City), Morningside, St. Teresa's R.C.S.	W. Considine, S.S.C.	2, Queen Street, Edinburgh.
Edinburgh (City), Normal and Model U.F.C.S.	A. Mackenzie -	Offices of the United Free Church, Edinburgh.
Edinburgh (City), Normal and Model U.F.C. Higher Grade S.		
Edinburgh, Portobello, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Edinburgh (City), Practising E.S.	G. J. Wood -	14, Young Street, Edinburgh.
Edinburgh (City), Royal Blind S.	G. More - -	18, Hill Street, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	J. R. Grant -	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Ann's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Edinburgh, (City) St. Columba's R.C.S.	Rev. G. Mullan.	9, Upper Gray Street, Edinburgh.
Edinburgh, (City) St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. James' E.S.	J. R. Grant -	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road, E.S.	Rev. H. Jones -	Forthview, Craigentinny, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Albany Street, R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh St. Mary's Cathedral, Albany Street Higher Grade R.C.S.		
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Edinburgh (City), St. Thomas of Aquin's Higher Grade R.C.S.	Miss M. A. Snow	St. Catherine's Convent, Lauriston Gardens, Edinburgh.
Kirknewton and East Calder, East Calder R.C.S.	Rev. T. M. Monaghan.	The Presbytery, Kilronan Park, East Calder.
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. C. Murdoch	St. Margaret's, Loanhead, Midlothian.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. D. Conway	Alpine Villa, Penicnik.
Leith (Burgh), St. James' E.S.	Rev E. Hoernlé.	The Rectory, Leith.
Leith (Burgh) St. Mary's R.C.S.	Rev. E. Callan -	St. Mary's Star of the Sea, Leith.

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EDINBURGH—*cont.*		
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
Musselburgh, Loretto R.C.S.	Rev. P. McGettigan.	The Presbytery, Musselburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Amisfield, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
„ R.C.S. - - -	Rev. D. Conway	Alpine Villa, Penicuik.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bullock.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Very Rev. J. Canon Murphy	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution S.	C. Gray - -	Fochabers.
Bellie, Fochabers, Milne's Institution Higher Grade S.		
Edinkillie, Conicavel Ch. S.	D. Scott - -	Darnaway, Forres.
„ Logie S. - -	R. Urquhart -	Forres.
„ Relugas Church S.	Rev. G. C. Watt	Manse of Edinkillie, Dunphail, Morayshire.
Elgin (Burgh), St. Sylvester's R.C.S.	Very Rev. G. Canon Wilson.	St. Sylvester's, Elgin.
Forres (Burgh), St. John's Industrial E.S.	Rev. Stair Douglas.	The Parsonage, Forres
FIFE.		
Beath, Cowdenbeath, R.C.S.	Rev. J. A. Macintyre.	Cowdenbeath, Fife.
Burntisland (Burgh) E. S. -	Rev. H. Hardy -	St. Serf's, Burntisland.
Carnock, Oakley, St. Margaret's R.C.S.	Rev. F. O'Brien.	Shrub Cottage, Oakley, Fife.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Lochgelly, R.C.S. - -	Rev. R. Hogan -	Roman Catholic Presbytery, Lochgelly, Fifeshire.
FORFAR.		
Arbroath (Burgh), St. Thomas' R.C.S.	Rev. J. V. Macdonald.	St. Thomas', Arbroath.
Dundee (Burgh), Dudhope Bank Deaf and Dumb Institution.	D. Don - -	Dudhope Bank, 104, Commercial Street, Dundee.

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FORFAR—*cont.*		
Dundee (Burgh), Institution for the Blind.	E. Henderson -	10, Whitehall Street, Dundee.
Dundee (Burgh), Lochee E.S.	Rev. J. C. Cater	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Very Rev. T. Canon Crumly.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Girls' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Joseph's R.C.S.	Very Rev. J. Canon Holder.	Blackness Road, Dundee.
Dundee (Burgh), St. Martin's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Very Rev. M. Canon Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Very Rev. P. Canon Butti.	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. E. L. Danson.	St. Paul's Clergyhouse, Castlehill, Dundee.
Dundee (Burgh), St. Salvador's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), Seafield Works, Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist -	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. J. A. Philip.	The Rectory, Kirriemuir.
HADDINGTON.		
Haddington, R.C.S. - -	Rev. F. Hoban	R. C. School, Haddington.
Tranent, St. Martin's R.C.S.	Rev. J. Joyce -	St. Martin's Presbytery, Tranent, Haddingtonshire.
INVERNESS.		
Acharacle, Mingarry R.C.S.	Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argyllshire.
Arisaig and Moidart:		
Arisaig Church School -	A. W. Nicolson	Arisaig House, Arisaig, Inverness-shire.
,, R.C.S.	Rev. J. Chisholm	St. Mary's, Arisaig, Fort William.
Boleskine and Abertarff, Fort Augustus R.C.S.	Rev. A. McDonell	The Abbey, Fort Augustus, Inverness.
Boleskine and Abertarff, Whitebridge R.C.S.	Rev. A. McInnes	Chapel House, Stratherrick, Inverness-shire.
Inverness (Burgh), Cathedral Boys' E.S.	J. Ross - -	Queen's Gate Chambers, Inverness.
Inverness, Northern Counties Institute for the Blind.	D. Shaw - -	42, High Street, Inverness.

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INVERNESS—*cont.*		
Inverness (Burgh) R.C. Convent School.	Rev. D. MacQueen - -	32, Huntly Street, Inverness
Inverness (Burgh) R.C.S.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh), The Bishop's E.S.	Rev. H. B. Hamer	Elm Park, Inverness.
Inverness (Landward), Highland Orphanage S.	R. Cook - -	53, Shore Street, Inverness.
Kilmallie, Fort William R.C.S.	Rev. A. Mackintosh.	Chapel House, Fort William.
,, North Ballachulish, St. Bride's E.S.	B. Chinnery-Haldane.	Onich R.S.O., Inverness-shire.
Kilmorack, Beauly R.C.S. -	Very Rev. J. Canon Cameron.	Beauly.
,, Marydale R.C.S.	Rev. D. C. Mackay	Marydale, Beauly.
Kiltarlity, Eskadale R.C.S.	Rev. D. A. Chisholm.	Eskadale, Beauly.
Small Isles, Rum Private S. -	A. Seath - -	White House, Isle of Rum, by Oban.
KINCARDINE.		
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson - -	High Street, Banchory, Kincardineshire.
Bervie, Gordon's Female Ch. S.	Miss Farquhar -	Sunnyside, Reigate.
Dunnottar, Stonehaven E.S.	Rev. W. Leslie Christie.	The Parsonage, Stonehaven.
Fettercairn, Fasque S. - -	Miss M. Gladstone.	Fasque, Laurencekirk.
Kinneff and Catterline, Catterline E.S.	Rev. S. Stookes	Catterline, Stonehaven.
Laurencekirk E.S. - -	Rev. H. C. Bell	The Rectory, Laurencekirk.
Marykirk, Napier Memorial School	J. R. Findlay -	Solicitor, Montrose.
KINROSS.		
Orwell, Milnathort, Reid Memorial S.	Mrs. Reid -	Thomanean House, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Rusko Episcopal S.	The Hon. W. J. Hewitt.	St. Colme House, Aberdour, Fifeshire.
Kelton, Castle Douglas R.C.S.	Very Rev. J. Canon Duffy.	St. John's, Castle Douglas.
Kirkcudbright, Old Church S.	J. Wilkinson -	The Grange, Kirkcudbright.
,, R.C.S. - - -	Rev. J. McHardy	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. J. Roche -	St. Ninian's, Newton Stewart.
Urr, Dalbeattie R.C.S.	Rev. H. J. Langley.	Dalbeattie.
LANARK.		
Airdrie (Burgh), Coatdyke R.C.S.	Rev. D. Collins.	Chapel House, Coatdyke, Airdrie.
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Avondale, Strathaven R.C.S.	Rev. D. J. Horgan	St. Patrick's Chapel House, Strathaven.

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LANARK—*cont.*		
Blantyre, St. Joseph's R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Carfin R.C.S. -	Rev. C. Webb -	Chapel House, Carfin, Motherwell.
,, Chapelhall R.C.S.	Rev. W. Carmichael.	Chapelhall, Airdrie.
,, Elmwood Convent, Higher Grade, R.C.S.	Very Rev. J. Canon Toner	Elmwood Convent Higher Grade School, Bothwell, Glasgow.
,, Mossend R.C.S. -	Rev. J. Scannell	Mossend, Lanarkshire.
,, Uddingston, St. John Baptist R.C.S.	Rev. A. Beyaert	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Patrick's R.C.S.	Rev. P. Hilgers.	R. C. Presbytery, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S.	Rev. L. de Meulenaere.	St. Charles' Presbytery, Newton, Glasgow.
,, St. Bride's R.C.S.	Rev. G. Stack -	St. Bride's, Cambuslang, Glasgow.
Cambusnethan, Newmains R.C.S.	Rev. J. Bird -	The Chapel House, Newmains, Lanarkshire.
,, Wishaw R.C.S.	Rev. J. Van Hecke	The Rectory, Wishaw.
Carluke R.C.S. - - - -	Rev. R. J. McCluskey	Carluke.
Clarkston, Longriggend R.C.S.	Rev. M. Ambrose	St. Mary's, Longriggend, Lanarkshire.
,, Whiterigg R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Dalziel, Craigneuk R.C.S. -	Rev. G. W. Ritchie	Shieldmuir, Wishaw.
,, Motherwell R.C.S.	Very Rev. J. Canon Taylor	Chapelhouse, Motherwell.
,, Motherwell Higher Grade R.C.S.		
Glasgow, Bridgeton, Sacred Heart R.C.S.	Rev. M. Hughes	50, Old Dalmarnock Road, Glasgow.
,, Buchanan Institution.	R. Motherwell -	76, Armadale Street, Glasgow.
,, Calton, St. Mary's R.C.S.	Very Rev. J. J. Canon Dyer.	68, Abercromby Street, Glasgow.
,, Carntyne, St. Mark's R.C.S.	Rev. R. Paterson	St. Mark's Presbytery, Carntyne, Glasgow
,, Deaf and Dumb Institution	B. B. Macgeorge	24, George Square, Glasgow.
,, Garnethill Convent R.C.S.	Rev. M. Hughes	50, Old Dalmarnock Road, Glasgow.
,, Normal and Model U.F.C.S.	T. M. Morrison-	U.F.C. Training College, Cowcaddens Street, Glasgow.
,, Normal Practising G.A.S.	Professor Laurie, LL.D.	C. of S. Training College, New City Road, Glasgow.
,, Our Lady and St. Francis R.C.S.	Very Rev. J. W. Canon McCarthy.	58, Charlotte Street, Glasgow.
,, Our Lady and St. Francis Higher Grade R.C.S.		
,, Parkhead, St. Michael's R.C.S.	Rev. E. P. Rogan, D.D.	St. Michael's, Parkhead, Glasgow.
,, Royal Asylum for the Blind.	J. Tasker - -	28, Bath Street, Glasgow.
,, St. Aloysius, Milton Street R.C.S.	Rev. W. Crofton	21, Dalhousie Street, Glasgow.
,, St. Alphonsus R.C.S.	Rev. T. P. O'Reilly.	17, Great Hamilton Street, Glasgow.
,, St. Andrew's R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.

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LANARK—*cont.*		
Glasgow, St. Anne's R.C.S.	Rev. T. Currie.	St. Anne's, Crownpoint Road, Glasgow.
„ St. Columba's R.C.S.	Rev. E. Fitzgerald.	50, Windsor Terrace, St. George's Road, Glasgow.
„ St. Francis R.C.S.	Rev. A. McLaughlin	St. Francis Friary, Cumberland Street, Glasgow.
„ St. John's R.C.S.	Very Rev. J. B. Canon Macluskey.	90, Portugal Street, Glasgow.
„ St. Joseph's R.C.S.	Rev. G. Tarleton (*Interim*)	40, North Woodside Road, Glasgow.
„ St. Luke's R.C.S.	Rev. P. Ryan -	St. Luke's, Govan Street, Glasgow.
„ St. Martin's R.C.S.	Rev. J. Mullin, D.D.	15, William Street, Anderston, Glasgow.
St. Mary's E.S. -	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
„ St. Mungo's R.C.S.	Rev. C. Meagher	52, Parson Street, Glasgow.
„ St. Mungo's Academy R.C.S. / „ St. Mungo's Academy Higher Grade R.C.S.	J. Annias -	84, Henrietta Street, Glasgow.
„ St. Patrick's R.C.S.	Rev. J. Mullin, D.D.	St. Patrick's, Anderston, Glasgow.
„ Springburn, St. Aloysius R.C.S.	Rev. J. L. Murphy.	St. Aloysius Rectory, Springburn, Glasgow.
Govan, Dowanhill, R.C. Practising S. / „ Dowanhill, Higher Grade R.C. Practising S.	Miss Lescher -	17, Victoria Circus, Dowanhill, Glasgow.
„ Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	Devon Villa, Crosshill, Glasgow.
„ Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
„ Partick, St. Peter's R.C.S.	Rev. M. McNairney.	St. Peter's, Partick-hill, Glasgow.
„ St. Anthony's R.C.S.	Very Rev. G. Canon McBrearty.	St. Anthony's, Govan, Glasgow.
„ St. Saviour's R.C.S. -	Rev. E. de Backer.	St. Saviour's, South Avenue, Govan, Glasgow.
„ Whiteinch St. Paul's R.C.S.	Rev. A. Ooghe	St. Paul's, Whiteinch, Glasgow.
Hamilton (Burgh) R.C.S. -	Rev. W. McAvoy.	Cadzow Street, Hamilton.
Hamilton (Landward), Burnbank R.C.S.	Rev. D. Brown.	St. Cuthbert's, Burnbank, Lanarkshire.
Hamilton (Landward) Cadzow R.C.S.	Rev. P. McConnachie.	Cadzow, Hamilton.
Lanark (Burgh) R.C.S. -	Rev. J. Boyle -	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. Ward -	St. Mary's, Lanark.
Lanark (Landward), Smyllum R.C.S.	C. Chislett -	Hope Street, Lanark.
Larkhall R.C.S. - - -	Rev. F. A. Steven	St. Mary's Presbytery, Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. J. S. Cody	St. John's, Blackwood, Kirkmuirhill, Lanark.
Marybill, Lambhill, St. Agnes' R.C.S.	Rev. J. Mullen -	St. Agnes', Lambhill, Glasgow.

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Maryhill, R.C.S.	Very Rev. J. Canon Cameron	Maryhill, Glasgow.
„ St. Charles' R.C.S.	Rev. D. Stewart	1, Kelvinside Gardens, N. Glasgow.
New Monkland, Glenboig, Our Lady and St. Joseph R.C.S.	Rev. C. Haeger	Roman Catholic Presbytery, Glenboig, Lanarkshire.
New Monkland, Meikle Drumgray R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston, St. Bridget's R.C.S.	Rev. P. H. Terken	Baillieston, Glasgow.
„ Coatbridge, St. Augustine's R.C.S.	Rev. P. Müller	St. Augustine's, Coatbridge.
„ Coatbridge, St. Patrick's R.C.S.	Rev. J. Geerty	St. Patrick's, Coatbridge.
„ Tollcross, St. Joseph's R.C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
„ Whifflet R.C.S.	Rev. P. Hackett	St. Mary's, Whifflet, Coatbridge.
Rutherglen R.C.S.	Very Rev. J. Canon Toner	Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R.C.S.	Rev. D. McBrearty	St. Joseph's, Cardowan, Steps Road, Glasgow.
„ Eastmuir R.C.S.	Rev. A. O'Brien	St. Paul's, Shettleston, Glasgow.
Shotts, Cleland R.C.S.	Rev. P. Murray	St. Patrick's Presbytery, Shotts, Lanarkshire.
Wandell and Lamington, Lamington Female and Infant S.	The Dowager Lady Lamington	Lamington House, Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S.	R. Amos	Philpstoun, Linlithgow.
Bathgate (Town) Academy „ „ Academy Higher Grade S.	Scott-Moncrieff, Thomson and Shiells.	141, George Street, Edinburgh.
„ „ R.C.S.	Rev. P. McDaniel.	Bathgate.
Bo'ness &c., Bo'ness St. Mary's R.C.S.	Rev. W Grant	St. Mary's, Bo'ness, Linlithgowshire.
Kirkliston, Winchburgh R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Linlithgow (Burgh), St. Joseph R.C.S.	Rev. E. Miley	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, Fauldhouse, St. John's R.C.S.	Rev. G. Mason.	Fauldhouse, Linlithgowshire.
NAIRN.		
Ardclach, Fornighty S.	T. B. Gow.	Lethen Estate Office, Lethen, Nairn.
Nairn (Burgh), St. Mary's R.C.S.	Rev. A. Bisset.	Nairn.

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PEEBLES.		
Traquair, Kirkburn S.	J. Campbell.	36, Castle Street, Edinburgh.
,, The Glen S.	D. F. Story.	The Glen, Innerleithen Peeblesshire.
West Linton E.S.	J. H. Forbes.	Medwyn, West Linton, Peeblesshire.
PERTH.		
Aberfoyle Home Hospital S.	Miss F. Blackett	Inverard, Aberfoyle, Perthshire.
Alyth E. S.	The Venerable Archdeacon Aglen, D.D.	Alyth, Perthshire.
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Buchanty, Glenalmond Subscription S.	Rev. T. Hardy	Fowlis Manse, Crieff.
Crieff, St. Columba's E.S.	Rev. Canon Meredith	Crieff Rectory, Perthshire.
,, St. Dominic's R.C.S.	Rev. T. Brophy	Roman Catholic School, Crieff.
Dunblane and Lecropt, Dunblane, St. Mary's E.S.	Rev. W. D. Creighton	The Rectory, Dunblane.
Errol, Female Industrial S.	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
Logierait, Grantully, Lady Stewart's S.	Rev. J. McLean	Pitilie, Aberfeldy.
Perth (Burgh), St. John's R.C.S.	Rev. M. Lavelle	16, Melville Street, Perth.
,, ,, St. Ninian's E.S.	F. W. Bedford	British Linen Bank, Perth.
,, ,, Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
Tenandry, Aldgirnaig G.A.S.	H. Mitchell	Pitlochry.
,, Glenfincastle S.	Mrs. C. R. Barbour.	Bonskeid, Pitlochry.
Tibbermore, Tulloch S.	T. Dow	Pullar's Dye Works, Perth.
RENFREW.		
Cathcart, Busby, St. Joseph R.C.S.	Rev. W. Kelly	Roman Catholic Church, Busby, Glasgow.
Eastwood, Pollokshaws, St. Conval's R.C.S.	Rev. J. F. Morrison.	Mount St. Mary's, Pollokshaws, Glasgow.
Gourock, St. Ninian's R.C.S.	Rev. S. A. Thornton	St. Ninian's, Gourock, Renfrewshire.
Greenock (Burgh), Cartsdyke, St. Laurence R.C.S.	Rev. W. Horgan	Carnock Street, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Rev. P. Houlihan	St. Mary's, Greenock.

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RENFREW—*cont.*		
Greenock (Burgh) West, St. John's E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C.S.	Rev. J. Macdonald.	Houston, Johnstone.
Kilbarchan, Linwood R.C.S.	Rev. W. Shaw -	Linwood, near Johnstone.
Kilmacolm, Orphan Homes of Scotland S.	R. L. Bryden -	102, Bath Street, Glasgow.
Levern, Nitshill R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
Neilston, Barrhead R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
„ St. Thomas R.C.S.	Rev. A. Reifenrath.	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats, Jun. -	Paisley.
Paisley (Burgh), John Neilson Institution.	J. & A. Gardner	3, County Place, Paisley.
Paisley (Burgh), St. Catherine's R.C.S	Rev. F. Young	2, East Buchanan Street, Paisley.
Paisley (Burgh), St. Charles' R.C.S.	Rev. J. McAllister.	Charlston, Paisley.
Paisley (Burgh), St. James' R.C.S.	Rev. F. Young	2, East Buchanan Street, Paisley.
Paisley (Burgh), St. Margaret's Higher Grade R.C.S.	Miss M. Kelly -	St. Margaret's Convent, Paisley.
Paisley (Burgh), St. Mary's R.C.S.	Rev. W. Davidson	St. Mary's Rectory, Paisley.
Paisley (Burgh), St. Mirin's R.C.S.	Rev. F. Young	2, East Buchanan Street, Paisley.
Paisley (Landward), Johnstone, St. Margaret's R.C.S.	Rev. J. Nyhan.	St. Margaret's, Johnstone.
Port Glasgow, St. John's R.C.S.	Rev. P. McColl	St. John's, Port Glasgow.
Renfrew (Landward), St. James' R.C.S.	Rev. C. E. Fleming.	St. James' R.C.S., Renfrew, Renfrewshire.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross - -	Queensgate Chambers, Inverness.
Knockbain, Arpafeelie, St. John's E.S.	Rev. H. Dransfield.	Arpafeelie Rectory, Allangrange, Ross-shire.
ROXBURGH.		
Hawick (Burgh) R.C.S. -	Rev. J. S. Lyle.	Hawick.
„ „ St. Cuthbert's E.S.	Rev. E. T. S. Reid.	The Rectory, Hawick.
Jedburgh St. John's E.S. -	Rev W. Scott -	St. John's, Jedburgh.

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SELKIRK.		
Galashiels (Burgh) E.S.	Rev. A. A. Jenkins.	The Parsonage, Galashiels.
„ „ R.C.S.	Very Rev. W. E. Canon Rooney.	The Presbytery, Galashiels.
Selkirk (Burgh) R.C.S.	Rev. J. A. Gray	The Hermitage, Selkirk.
„ (Landward), Bowhill S.	W. J. Grieve.	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S.	Rev. E. J. Hodges	St. Magnus Rectory, Lerwick.
Nesting, &c., Skerries Church S.	Rev. C. Stobie	Whalsay, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S.	Miss C. Hamilton	Dunmore Park, Larbert, Stirlingshire.
Campsie, Lennoxtown, St. Machan's R.C.S.	Rev. J. Macdonald.	St. Machan's, Lennoxtown, Glasgow.
Denny R.C.S.	Rev. P. Shivers	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Very Rev. P. Canon Morris	Falkirk.
Grangemouth, Sacred Heart R.C.S.	Rev. P. Birnie	Institute Place, Grangemouth.
Kilsyth (Town) R.C.S.	Rev. P. Macnamara.	Roman Catholic Presbytery, Kilsyth, Glasgow.
St. Ninian's, Bannockburn, St. Mary's R.C.S.	Rev. F. Macmanus.	Wester Greenyards, Bannockburn.
St. Ninian's, Sauchie Fem. S.	Mrs. M. R. Steel-Maitland	Private Secretary's Office, 72, Cadogan Square London, S.W.
Slamannan, Barnsmuir R.C.S.	Rev. J. Macdonald.	Slamannan, Stirlingshire.
Stirling (Burgh) E.S.	Rev. R. P. Brown	The Parsonage, Stirling.
„ „ St. Mary's R.C.S.	Very Rev. J. Canon Smith.	Irvine Place, Stirling.
SUTHERLAND.		
Golspie, Sutherland Technical Higher Grade S.	A. N. Macaulay	Town and County Bank Buildings, Golspie.
WIGTOWN.		
Penninghame, Newton Stewart, St. Ninian's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Very Rev. D. H. Canon Power.	St. Joseph's Stranraer.
Wigtown, All Souls' R.C.S.	Rev. H. C. Clarke	Roman Catholic Church, Wigtown, Wigtownshire.

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SALES sanctioned under SECTION 36 of the EDUCATION (SCOTLAND) ACT, 1872, from 1st April, 1906, to 31st March, 1907.

Board.	School.	Date of Sanction.
Arngask (Perth)	Arngask Public School	10th July, 1906.
,, ,,	Arngask Public School (playground).	20th November, 1906.
Fordyce (Banff)	Fordyce, Sandend Public School.	5th March, 1907, (amended).
Glasgow (Lanark)	Glasgow, David Street Public School.	20th April, 1906.
Kingussie (Inverness)	Kingussie, Dalwhinnie Public School.	16th May, 1906.
Old Monkland (Lanark)	Old Monkland, Gartsherrie Works Public School.	23rd October, 1906.
Perth (Burgh)	Perth (Burgh) King Street Public School.	27th February, 1907.
Strachan (Kincardine)	Old Parochial School and Schoolhouse.	28th September, 1906.

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL, 1906, TO 31ST MARCH, 1907.

County.	Board.	Amount. £	s.	d.
Aberdeen	Aberdeen (Burgh)	18,600	0	0
,,	Daviot	500	0	0
,,	Glenmuick and Tullich	250	0	0
,,	Kintore	170	0	0
,,	Peterculter	3,840	0	0
,,	Towie	800	0	0
Argyll	Campbeltown (Burgh)	3,000	0	0
,,	Inveraray and Glenaray	1,800	0	0
,,	Kilbrandon and Kilchattan	71	0	0
,,	Lochgilphead	135	0	0
Ayr	Ardrossan	5,800	0	0
,,	Ayr (Burgh)	7,500	0	0
,,	Coylton	1,650	0	0
,,	Dreghorn	1,160	0	0
,,	Girvan (Burgh)	1,300	0	0
,,	Kilmarnock (Burgh)	700	0	0
,,	,, (Landward)	1,065	0	0
,,	New Cumnock	2,325	0	0
Banff	Boyndie	600	0	0
,,	Ordiquhill	470	0	0
,,	Rathven	330	0	0
Berwick	Eyemouth	700	0	0
,,	Polwarth	650	0	0
Bute	Kilmory	490	0	0
Clackmannan	Tillicoultry	200	0	0
Dumbarton	Cumbernauld	185	0	0
,,	Dumbarton (Burgh)	1,300	0	0
,,	Kilmaronock	3,100	0	0
,,	New Kilpatrick	4,000	0	0
,,	Old Kilpatrick	22,950	0	0
,,	Row	280	0	0

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County.	Board.	Amount. £	s.	d.
Dumfries	Dalton	460	0	0
"	Durisdeer	500	0	0
"	Hutton and Corrie	510	0	0
"	Kirkconnel	1,500	0	0
"	Kirkpatrick Juxta	80	0	0
Edinburgh	Cockpen	620	0	0
"	Colinton	1,150	0	0
"	Corstorphine	1,350	0	0
"	Cramond	4,400	0	0
"	Edinburgh	12,300	0	0
"	Kirknewton and East Calder	400	0	0
"	Leith	8,500	0	0
"	Musselburgh	1,000	0	0
"	Newbattle	5,500	0	0
"	Newton	4,000	0	0
Elgin	Drainie	500	0	0
"	Elgin (Burgh)	300	0	0
"	Kinloss	350	0	0
"	Rafford	320	0	0
Fife	Ballingry	855	0	0
"	Ceres	530	0	0
"	Dunbog	50	0	0
"	Markinch	3,350	0	0
"	St. Andrews (Burgh)	150	0	0
"	Wemyss	3,300	0	0
Forfar	Careston	300	0	0
"	Dundee (Burgh)	25,280	0	0
"	Forfar (Burgh)	1,050	0	0
"	Lintrathen	300	0	0
"	Monifieth	2,700	0	0
"	Tannadice	250	0	0
Haddington	Dunbar (Landward)	300	0	0
"	Tranent	3,170	0	0
Inverness	Boleskine and Abertarff	2,187	0	0
"	Glenelg	251	0	0
"	Inverness (Burgh)	825	0	0
"	" (Landward)	218	0	0
"	Kirkhill	220	0	0
"	Snizort	380	0	0
Kincardine	Banchory Ternan	300	0	0
Kinross	Kinross	5,200	0	0
Kirkcudbright	Kirkmabreck	625	0	0
"	Minnigaff	560	0	0
"	Parton	100	0	0
Lanark	Airdrie (Burgh)	21,500	0	0
"	Bothwell	514	0	0
"	Cadder	1,850	0	0
"	Calderhead	300	0	0
"	Cambuslang	600	0	0
"	Carnwath	758	0	0
"	Dalserf	1,400	0	0
"	Dalziel	12,440	0	0
"	Govan	14,050	0	0
"	Lesmahagow	200	0	0
"	Maryhill	2,700	0	0
"	Springburn	1,000	0	0
"	Walston	150	0	0
Linlithgow	Bo'ness and Carriden	1,498	0	0
"	Kirkliston	600	0	0

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County.	Board.	Amount. £	s.	d.
Peebles	Peebles	2,100	0	0
Perth	Abernyte	700	0	0
"	Callander	1,900	0	0
"	Crieff	1,100	0	0
"	Dunning	230	0	0
"	Longforgan	700	0	0
"	Meigle	170	0	0
Renfrew	Cathcart	12,420	0	0
"	Eastwood	3,140	0	0
"	Greenock (Burgh)	13,000	0	0
"	Kilbarchan	1,050	0	0
"	Neilston	500	0	0
"	Paisley (Landward)	11,000	0	0
Ross	Cromarty	650	0	0
"	Dingwall	355	0	0
"	Stornoway	2,100	0	0
"	Tarbat	500	0	0
Roxburgh	Jedburgh (Burgh)	1,550	0	0
"	Roxburgh	150	0	0
Stirling	Airth	3,700	0	0
"	Falkirk (Landward)	3,900	0	0
"	Kilsyth (Landward)	1,200	0	0
"	St. Ninians	5,660	0	0
Wigtown	Leswalt	400	0	0
	TOTAL	£314,847	0	0

SCHOOLS RECOGNISED UNDER SECTION 67 (2) OF THE EDUCATION (SCOTLAND) ACT, 1872, SINCE THE PUBLICATION OF LAST REPORT.

County.	Name of School.
Ayr	Dalry, St. Palladius R.C.
Lanark	Bothwell, Elmwood Convent H.G.
"	Glasgow, Carntyre St. Mark's R.C.

Grants were promised on the ground that no sufficient provision existed for the children for whom the schools were intended, regard being had to the religious belief of their parents.

County.	Name of School.
Renfrew	Paisley, St. Margaret's H.G.R.C. [Formerly the Higher Grade Department of St. Catherine's R.C. School, now recognised as a separate H.G. School.]
Perth	Aberfoyle Home Hospital.

Grants were promised on the ground that the school was specially required in the locality where it was situated.

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CODE (1907)

FOR

DAY SCHOOLS.

NOTE.

The proposals for dealing with the subject-matter of Chapters III. and IV., and with Schedules I. and II. of the Code, referred to in the Note to the Code of 1906, have now been carried through, and will be found embodied in the Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools, which may be regarded as forming Part II. of the Code

The alterations introduced in the remaining parts of the Code of this year are designed to remove difficulties which have come to light in the ordinary course of administration, and are for the most part unimportant.

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NOTE REGARDING CLASSIFICATION OF SCHOOLS.

Classification of schools and definition of terms.

For the purpose of these and other regulations of the Department, it will be found convenient to use a classification of schools based solely on distinction of curriculum.

Of the designations at present in common use, the term "Elementary," as defined in the English Education Act of 1870, is not strictly applicable to any class of school in Scotland. The term "Higher Grade" connotes a school receiving grants under the Code, and is therefore restricted in its application. The term "Higher Class" comes originally from the Education Act of 1872, and is mainly of historical interest, having no necessary relation to the character of the work done in the schools so designated.

The nomenclature which it is now proposed to use is the following:—

Primary School.

Primary School.—A school, or a department of a school, giving an education based entirely upon English to pupils who are, as a rule, below the age of 14. A Primary School may contain individual pupils or small sections of scholars who are being instructed on the lines of an Intermediate or even, in exceptional circumstances, of a Secondary School.

Intermediate School.

Intermediate School.—A school providing at least a three years' course of secondary education (including, as a rule, instruction in a language or languages other than English) to pupils who, on entering, have reached the stage of attainment in elementary subjects indicated in Article 29 I. of the Code ("qualifying examination").

Secondary School.

Secondary School.—A school providing at least a five years' course of secondary education beyond the qualifying examination stage.

An Intermediate School corresponds generally to a Higher Grade School, but there are some Higher Class Schools which may fall into this category.

A Secondary School corresponds generally to a Higher Class School, but there are some Higher Grade Schools which have developed, or in suitable circumstances may be expected to develop, a complete Secondary School course.

Normal attainments of pupils in Intermediate

An Intermediate School should retain its pupils until at least the age of 15–16, and the normal attainments of the pupils at that age should be those indicated by the Intermediate Certificate.

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and Secondary Schools.

A Secondary School should retain its pupils till at least the age of 17–18, and no pupil who has not qualified for the award of some form of Leaving Certificate, or for one of the alternative Technical or Commercial Certificates, can be held to have completed the course satisfactorily.

Choice of subjects for curriculum.

Though the education of the Intermediate School is of the nature of secondary, as distinguished from primary, education, the choice of subjects and the relative importance to be given to them at various stages of the curriculum may properly vary within certain limits, according as the school is one providing a three years' course or one providing a five years' course. The curriculum of each type of school should be so arranged as to present, at the age at which the pupils normally leave, a certain unity and completeness.

On the other hand it is important that as between the Secondary School and the various Intermediate Schools of the same district there should be no unnecessary divergence of curriculum in the earlier stages, so that transference from the one to the other may not be impeded.

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CODE (1907)

OF THE

SCOTCH EDUCATION DEPARTMENT

FOR DAY SCHOOLS.

CHAPTER I.

PRELIMINARY.

Articles 1-6 (*a.*)

1. A sum of money is annually granted by Parliament "For public Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(*a.*) maintaining schools for children (Article 6); and

(*b.*) training teachers.†

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.)).

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

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* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1).

† *See* Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools.

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Articles 6 (*b.*)-10.

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) *See* Article 19 A. 8. (*b*).

(*c.*) The education given must consist chiefly of elementary instruction.

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(*a.*) the average fee exceeds ninepence a week, or

(*b.*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a.*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August*, 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b.*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62-64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by His Majesty on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

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Articles 11–17 (*b.*).

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, shall assign to the school a school year on the termination of which grants shall be conditionally due. Notice will be given of any change in the school year.

12. An inspector or sub-inspector may visit any public school, or other school subject to inspection, at any time without notice.

13. Grants are issued to each school only once per annum, as soon as may be after the close of the school year.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, 1872, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER II.

GRANTS TO DAY SCHOOLS.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

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Articles 17 (c.)-18.

(c.) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

(d.) The principal teacher is certificated,† and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers.

(e.) Due notice is given to the Department of any changes in the school staff which occur in the course of the year.‡ The *first* grant to a school is, as a rule, computed from the date at which the appointment of a certificated teacher is notified to, and approved by, the Department.

(f.) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher; accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character may be accepted as trustworthy.¶

(g.) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(h.) The income of the school is applied only for the purpose of public or State-aided schools.§

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A further inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

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* In administering this article the accommodation in the case of *new* schools, or portions of schools newly added or enlarged, will be calculated in accordance with Rule 16 of the Department's Rules (dated February, 1906) for the Planning and Fitting up of Public Schools. In the case of *existing* schools, the Department will accept, for the present, the accommodation hitherto recognized, subject to the fulfilment of the general requirements of this Article, and provided that the number of children habitually in attendance in any one room does not exceed during any portion of the year the number of scholars for whom the room is recognised as providing accommodation. There should be exhibited in each class-room, or room in which instruction is habitually given, a placard indicating the number of scholars for whom it is recognised as providing sufficient accommodation.

† *See* Regulations for the Preliminary Education, &c., of Teachers, and also Footnote * to Article 32 (c) (2).

‡ In view of the provisions of the Elementary School Teachers (Superannuation) Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

¶ Under Article 21 of the Regulations for the Preliminary Education, &c., of Teachers, it is made a further condition of grant that facilities for the use of the school by Training Authorities for practice in teaching shall be given to an extent which the Department may consider reasonable.

§ *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

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Conditions and Amount of Grants. **Article 19.**

19. In this article the following normal organization of a school is contemplated :—(*a*) Infant Division, providing instruction suitable for children under 7 years of age; (*b*) Junior Division—Instruction suitable for children between the ages of 7 and 10; and (*c*) Senior Division—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the Infant and Junior Divisions, respectively.

Pupils of the Senior Division who satisfy the conditions of Article 29 I. may be taught in "Supplementary Courses" or "Higher Grade Departments," but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.*

The arrangement of work within each division and the classification of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29 I. by easy gradations. The classification should be such as to afford due opportunity for promotion, and promotion in one subject, *e.g.*, Reading, should not be made dependent on proficiency in another, *e.g.*, Arithmetic.

To the managers of a school which has met not less than four hundred† times in the morning and afternoon in the course of a year as defined by Article 11, grants‡ will be made at the end of the year on the conditions detailed in Section A. following, and at the rates specified in Section B.

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* *See* footnotes to Articles 21 and 142 (*a*).

† *Exceptions* :—

i. If a school is employed for the purpose of taking the poll at a Parliamentary election, under Section 6 of the Ballot Act, 1872, or at an election for a County Council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, or at a Municipal Election under the Municipal Elections (Scotland) Act, 1897, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year in consequence of a requisition under Article 30, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$. (*See* Article 30.)

iii. If a section only of the school has been closed in consequence of a requisition under Article 30, the average attendance may be calculated separately for that section, the proportionate reduction specified under this footnote being made from the number of meetings in respect of the section so closed, and the average attendance for the rest of the school being calculated in the ordinary way.

‡ All grants under this article, as well as any other grants which may be made under this Code, will be subject to the deductions made under the Elementary School Teachers (Superannuation) Act, 1898, Section 1 (2) (*b*), and the rules prescribed under that Act, in respect of any teacher employed in or in connection with the school.

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Articles 19 A 1-7 (a).

A. 1. That the organization of the school both as to Divisions and the classification within the Divisions is satisfactory

2. That all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

3. That a satisfactory education is given to the children according to a scheme for each of the three Divisions, submitted to and approved by the Inspector.

4. This scheme of work shall, in all cases, and for all Divisions, make provision for :—

(*a.*) Adequate physical exercise according to an approved system.*

(*b.*) For the instruction of girls in Needlework, in general accordance with a scheme approved by the Department.

(*c.*) For the instruction of the scholars in Singing by note, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(*d.*) For the instruction of the scholars in Drawing (whether with or without Manual occupations) according to a scheme prescribed or approved by the Department, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(*e.*) For the committing to memory by the scholars of pieces of poetry of literary merit. This shall be a regularly recurring exercise provided for in the Time-table, but no set number of lines is prescribed.

5. The scheme of instruction shall further and principally make provision for the instruction of the scholars in the three subjects of reading, writing and arithmetic, according to the degree of advancement suitable to the capacity of each scholar.

6. The scheme of instruction for the Junior Division shall in addition make provision for the following :—

(*a.*) Nature Knowledge—the acquisition by the children, by means of observation and enquiry, of a knowledge of common objects, natural phenomena, and the surroundings of the school.

(*b.*) Practice in speaking English, based upon the preceding and upon the lessons of the reading book.

(*c.*) First notions of Geography.

7. In the Senior Division, instruction in the foregoing subjects (Section 6) shall be continued and amplified as follows :—

(*a.*) Nature Knowledge—direct experimental knowledge of the standards of measure and weight,† practice in applying

* The system of physical exercise should, as far as possible, follow the lines of the new Model course.

† For this purpose simple balances and examples of the common standard weights and measures should be provided, and should be made available for the use of the children.

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them, in representing them to scale, and in making simple calculations resulting therefrom; some acquaintance with the natural features, the plant life, the industries and the productions, of the district. Articles 19 A 7 (b.)-11.

(b.) English—practice in describing, orally and in writing, actual observations and experiences, and in re-producing the substance of a reading lesson studied beforehand; some knowledge of the structure of English sentences, of the functions of words, and of the related meaning of words from the same root.

(c.) Geography—The Elements of Physical Geography. An outline knowledge of the main divisions of the world, with a more detailed knowledge of Europe and a further study of the British Isles and of the Colonies.

(d.) There shall also be added some knowledge of British History, advancing from an outline knowledge of the main periods to a more detailed study year by year. One of the reading books in use in the Senior Division must be a manual of History, suitable for use as a reading book in that division of the school.

8. Managers shall submit to H.M. Inspector for approval* :—

(a.) A scheme of the work of each Division in accordance with the foregoing requirements; and

(b.) A time-table showing the classification adopted in each Division, and the time allotted to each main head of the instruction.

These documents, when approved by H.M. Inspector, shall be signed by him and returned to the school.

9. Deviations from the time-table of a minor or temporary character shall be recorded in the log-book, but when such changes are extensive, fresh time-tables should be submitted to H.M. Inspector, who may also call for a revision of the time-table at such intervals as he may think necessary.

10. At least 14 days' notice should be given to H.M. Inspector of the intended closing of the school on account of local holidays, or other causes, and intimation of the closing of the school on account of an epidemic should be made at as early a date as possible. Notice should also be given of the beginning and end of any vacation.

11. In each class a record of work done in each subject shall be kept in such detail as shall show the previous course of instruction at any time throughout the year. Any examination of a class which an Inspector may institute at any of his visits in order to satisfy himself as to the efficiency of the work, shall be based upon this record, and shall not have reference to any other standard of examination. But the Inspector shall report cases where the advancement of the instruction, having regard to the age and capacity of the children, seems inadequate, and may call for a revision of the time-table and scheme of work.

* Schemes once approved may be acted upon till the submission of a fresh scheme of work is required by the Inspector, or found desirable by Managers.

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Articles 19 B 1–19 B 4(*b*.).

B. 1. When it appears from the report of the Inspector who has visited the school at any time during the school year, that the foregoing conditions have been observed, and that the school is maintained in a state of satisfactory efficiency, the following grants may be made:—

(*a*.) On the average number in attendance* throughout the year of children under seven years of age, a *normal* grant of 18*s*.

(*b*.) On the average attendance* of children between seven and ten, a *normal* grant of 20*s*.

(*c*.) On the average attendance* of children over 10 years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a *normal* grant of 22*s*.

2. The normal rates of grant under Article 19 B. 1, may be increased by 6*d*. on account of exceptionally meritorious work in the corresponding Division of the school. An Inspector, in recommending this increase (which shall not be made unless the arrangements for physical exercise are satisfactory), shall specify in detail the grounds of his recommendation.

3. The normal rate of grant for any Division may be diminished by 6*d*. on account of defects in organization and classification (Article 19 A. 1), or in instruction under any of the heads 19 A. 4–7, and by 1*s*. for any observable neglect of the requirements of Article 19 A. 2, or for the omission of any essential portion of the approved curriculum. More serious defects will be visited by deductions from the grant under the provisions of Article 32 (*b*).

4. Where efficient instruction in Drawing is given by teachers recognised by the Department as qualified to give instruction in the subject, for at least 1½ hours a week throughout the year, in accordance with a scheme approved by the Department, a further grant may be made in respect of that instruction, as follows:—

On the average number in attendance throughout the year:

(*a*.) of children between seven and ten, 1*s*. 6*d*.

(*b*.) of children over ten years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1*s*. 9*d*.

The foregoing rates may be increased by 3*d*. in respect of the corresponding Division of the school when it appears from the report of the Inspector that the children, in addition to being taught Drawing satisfactorily, receive efficient training in an appropriate progressive course of simple exercises of hand and eye.

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* The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the school year shall be registered under (*b*) or (*c*) respectively throughout the year; but if he does not reach the age stated till the second half of the school year his attendances shall continue to be registered under (*a*) or (*b*) respectively throughout the year.

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Articles 19 B 5–19 D (a)

N.P.—This Drawing grant is not taken into account in making a reduction under Article 32.

The exceptional efficiency of the Drawing instruction in the school is one of the grounds on which an increase of grant under Article 19 B. 2 may be recommended.

5. Where there is a separate Department, and a separate certificated teacher for the Infant Division, and that Division is taught in accordance with Infant School methods, in rooms properly constructed and furnished for such instruction, the normal rate of grant for the children under seven years of age under Article 19 B. 1. (*a*) may be increased by 1*s*.

6. To the foregoing rates of grants specified under Article 19 B. 1, there shall be added in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 1*s*.; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number 2*s*.; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 3*s*.; where the average attendance exceeds 80 per cent. of such number, 4*s*.†; and that in respect of each division.

7. In the counties specified in the foregoing section, if the infants and children in the Junior Division are partly taught by a Gaelic-speaking teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the rate of the grants under Article 19 B. 1 (*a*) and (*b*) may be increased by one shilling.

C. (*Lapsed Article*).

D. In addition to the grant under Article 19 B., a special grant‡ of 10*l*. (or 15*l*.), may be made subject to a favourable report from the Inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32.

(*a*.) In thinly-peopled districts where the number of scholars that can be brought together at one centre is less

* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the percentage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b*.) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

‡ *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

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Articles 19 D (*b.*). 20 I. (*a.*).

than 20 (or where it can be proved to the satisfaction of the Department that any slight excess beyond this number is not likely to be permanently maintained), children under 10 years of age living more than two miles and children over 10 years living more than three miles from any aided school by the nearest road, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the Inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector at the central school, or at some other place approved by the Department, on a date of which due notice will be given, a grant may be made of 17*s.* for each child under 10 years of age on the last day of the school year, and of 18*s.* for each child who is over 10 years of age at that date, provided that the Inspector reports that each child is being satisfactorily instructed in the subjects of Article 19 A. 5, 6, and 7, and, if a girl, has been duly instructed in needlework.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the Inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

If registers of attendance are regularly kept, the average of such scholars (Article 26) will for the purposes of the calculation of the grant in relief of fees (Chapter VIII.), of the special grant payable under Section 67 of the Education (Scotland) Act, 1872, and Section 1 of the Education (Scotland) Act, 1897, and of the General Aid Grant be deemed average attendance at a school conditionally entitled to share in the Parliamentary grant for Education.

E. *Lapsed Section.**

F. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 30 or any provision of an Act of Parliament requiring the exclusion of certain children, the average attendance has been seriously diminished and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant.

20. I. For each blind or deaf-mute scholar in a day school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(*a.*) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

* For the subject matter of this Section, reference is made to the Regulations for the Preliminary Education, etc., of Teachers, published separately.

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(*b.*) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department. Articles 20 I (*b.*)-21

II. (*a.*) Where provision, satisfactory to the Department, is made for the instruction of "defective" or "epileptic" children* in special classes (limited to 20 pupils), specially reserved for such children, under teachers specially approved by the Department for the purpose, the grant under Article 19 B. 1. (*b.*) and (*c.*) may be allowed as for an average attendance of 50, or any less number that the Department, having regard to the circumstances of the case, may determine.

(*b.*) Application shall be made to the Department beforehand for the recognition of any such special class, and a separate return of the attendances thereat shall be made.

(*c.*) No child shall be admitted to the special class except upon the certificate of a duly qualified medical practitioner, approved by the Department, that the child in question is "defective" or "epileptic," and provision must be made for the subsequent medical examination of the children at such intervals as the Department may approve.

N.B.—The grants under this Article are not taken into account in making reductions under Article 32.

21. Where the scholars who have been enrolled in supplementary courses† with the approval of the Inspector (Article 29 I.) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of study outlined in the Sixth Schedule, or according to any alternative scheme ‡ specially submitted to and approved by the Inspector, on behalf of the Department, a normal grant may be made of 50*s.* on the average attendance of children over twelve years of age§ enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

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* By "defective" children shall be understood children who, not being imbecile, and not being merely dull or backward, are defective, that is to say, children who, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools but are not incapable, by reason of such defect, of receiving benefit from instruction in such special classes as are mentioned in this article. By "epileptic" children shall be understood children who, not being idiots or imbeciles, are unfit by reason of severe epilepsy, to attend the ordinary public elementary schools.

† See Circular Letter Number 374 of date 16th February, 1903.

‡ In rural schools, such schemes may provide for the instruction of selected pupils in one or more languages in addition to the subjects of the supplementary course, or in substitution for subjects under Schedule V. B, or Schedule VI. to such extent as may be sanctioned by the Inspector. Certification as to the degree of a pupil's proficiency in any language may be obtained by presentation at the Leaving Certificate Examination, and no entry as regards languages will be made on the Merit Certificate.

§ See Article 29 I. For the purpose of these grants, a pupil shall be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

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Articles 21 (a.)-(c.) (3)

(*a.*) Grants cannot be claimed both under this Article and under Article 19 in respect of the same scholars, but where the Inspector is of opinion that the requirements of this Article as regards pupils who have been taught in the supplementary course are not fulfilled, he may nevertheless recommend a grant on their account as if they formed part of the Senior Division of the school. Attendances of pupils under twelve years of age* enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.

(*b.*) Grants will also be made for attendance of scholars (being over twelve years of age *) at approved courses of practical instruction, as follows:—

(1.) For attendance at a course of lessons in Experimental Science, at the rate of 12*s.* 6*d.* per 100 hours' attendance.

(2.) For attendance at a course of Manual Instruction or at lessons in Cookery†, Laundry Work, Dairying, Dressmaking, or practical Household Economy, at the rate of 8*s.* 4*d.* per 100 hours' attendance.

The hours of attendance on which grant is claimed under this sub-section must not exceed a reasonable proportion of the total number of hours of instruction, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.

(*c.*) As a condition of the grants referred to in the foregoing sub-section the Department must be satisfied:—

(1.) That the accommodation provided for the purpose of any form of practical instruction is sufficient and suitable.

(2.) That the lessons are given by properly qualified instructors‡, and are, as a rule, of not less than 1½ hours' duration in each case.

(3.) That lessons for which these grants are claimed consist mainly of individual work on the part of the pupils, properly directed and supervised, and in general accordance with a scheme of work determined beforehand. No payment will be made on account of the attendances of pupils at any of these courses of instruction for more than one year unless

* See footnote § on preceding page.

† The attendance of boys at Cookery Classes may be reckoned in special circumstances approved by the Department beforehand.

‡ A teacher of Cookery under this section must, as a rule, hold a certificate from a Training School of Cookery recognised by the Department.

A teacher of Woodwork and Metal-work must, as a rule, hold the teacher's certificate in these subjects of the City and Guilds of London Institute, of the Educational Handwork or Sloyd Association of Scotland, of the Board of Examinations for Educational Handwork, or of some other recognised examining body whose requirements, standard of examination, and mode of conducting the examination, are for this purpose approved by the Department. But in these and other subjects of practical instruction the Department may, in special circumstances, recognise teachers whose competence is otherwise proved to the satisfaction of the Department.

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the scheme of work provides for different and more advanced exercises in each successive year. Articles 21 (c.) (4)-24.

(4.) That, as a rule, not more than 20 pupils are taken at a time for a practice lesson by any one teacher.

(5.) But demonstration lessons in Cookery or, in other subjects of practical instruction in which demonstration lessons are necessary or useful, may be reckoned as lessons for the purposes of this grant to a number not exceeding half of the total number of lessons given, provided that attendance at such demonstration lessons shall not be reckoned for more than 54 pupils at a time.

22. Where in any parish (or burgh in which the population does not exceed 10,000), in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in the subjects of the approved curriculum, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c*), to such a school a further grant may be made of 6*s.* calculated on the average attendance of the pupils over 10 years of age.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* or in an Infant School, an Infant Division, or class for Defective Children (Article 20 II.), one hour and a half †;

(*a.*) Between the 1st of November and 1st of April, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b.*) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who are employed under any half-time Act.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

(*c.*) No additional attendances shall be reckoned under sub-section (*b*) of this Article for any scholar who has not attended at least 200 times in the course of the school year; and the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

24. Attendance of scholars at approved forms of physical exercise, or swimming lessons, under a competent instructor, or at any other form of instruction provided for in the time-table and approved by the

* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

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Articles 25-29 1. (*b.*) Inspector as being of the nature of, or contributing to the efficiency of, the instruction under Article 19 A. 4, 5, 6, and 7 may be counted as school attendance for such number of hours as is shown in the time-table approved by the Inspector.

Should it be desired to count, as school attendance, attendance at special lessons occurring irregularly, and not provided for in the time-table, due notice of the time and place of such lessons shall be given to the Inspector, and his approval obtained. Sanction under this Article for visits to museums, or for any form of out-door lessons, will not, as a rule, be given, except in the case of approved forms of physical exercise, for more than 20 scholars at a time, under the charge of one teacher.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Lapsed Article.*

29. I. A scholar who, in the ordinary course of school promotion, has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the head master of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in a supplementary course (Article 21) or a Higher Grade Department (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX. of the Code.* Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.

A pupil presented as aforesaid will be expected—

(*a.*) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.

(*b.*) To write to dictation, with good spelling and legible and regular handwriting, a narrative passage previously unseen.

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* Enrolment for the purposes of these grants must be made from certain fixed dates (not more than three) proposed by the Managers and sanctioned by the Department. These dates, when selected, must be adhered to for a series of years. In default of any special application by Managers, these dates will be taken to be the 1st of August, 1st of January, 1st of April, or the next following days on which the pupil is in attendance.

Pupils may be enrolled at these dates after approval by the Inspector, and pupils who are otherwise qualified, except as regards approval by the Inspector, may be provisionally enrolled subject to confirmation by the Inspector at his next visit. Managers will be responsible for directing the attention of the Inspector to any cases of provisional enrolment since the date of his preceding visit, and no such enrolment will be deemed to be valid except when in accordance with a schedule signed by him.

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(c.) To answer questions as to the subject matter of, and the meaning of words and sentences in, the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.

(d.) To write a composition, the heads being given, or to give in writing the substance of a passage read.

(e.) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.

(f.) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

II. Certificates of Merit may be issued by Managers,* with the sanction of the Department, at the fixed dates specified in the footnote to Article 29. I., to scholars who—

(a.) Have become 14 before, or during the course of, the term preceding the said fixed date.†

(b.) Have been in regular attendance‡ at an approved supplementary course for not less than one complete year.

(c.) Are certified by the head master to be of good character and conduct, and

(d.) Are shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course.

Each pupil enrolled in a supplementary course shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and, being vouched for by the teacher, to be made the basis of entry upon the merit certificate.

30. If the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, require either the closure of the school in whole or in part, or the exclusion of certain children for a specified time, with a view to preventing the spread of disease or any danger to health likely to arise from the condition of the school, such requirement must at once be complied with, but after compliance appeal may be made to the Department if the requirement is considered unreasonable.

31. *Lapsed Article.*

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* The special attention of Managers is directed to the importance of Merit Certificates for the purpose of grants under Article 12 of the Continuation Class Code.

Intimation should be made to the Inspector on the appropriate form at the beginning of each term, of any candidates to whom it is proposed to award certificates at the close of that term, and if the Inspector signifies that he will be unable to visit the school during that term, exercise books and any other available evidence of the candidates' proficiency must be forwarded to him, together with the schedules containing the teacher's recommendations, for his consideration and decision as to the award of certificates. Managers will be responsible in all cases for due presentation of the evidence of proficiency, and for obtaining the Inspector's confirmation of the proposed award of certificates.

† *Exception.* A scholar whose birthday falls in the month of August or September will be held eligible for the award of the certificate on the 1st August preceding his fourteenth birthday.

‡ In the absence of explanations satisfactory to the Department, a minimum of 90% of possible attendances will be expected where attendance at a supplementary course has not been of more than one year's duration.

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Reduction of Grant.

32-32(c.)(1.) 32. The amount which may be claimed by the managers (Articles 19, 21, and 22, and Chapter IX.) may be reduced,*—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 11), by its excess above the income† of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound on the "rateable value of the parish has been levied" (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889), this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the Inspector's report for serious defects, either in organization or classification, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding or defective ventilation of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—(1). If a sufficient staff of teachers for the number of scholars in average attendance at the school be not provided in accordance with the requirements stated below, a deduction at the rate of £1 for the year will be made on account of each of the first 15 scholars out of every 25 for whom a teacher is required, but not provided.‡

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* The conditions of this Article do not apply to grants under Article 19 D. or Article 20, nor to the grants for drawing under Article 19 B. 4.

† *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

‡ In administering this Article the Department will make allowance for moderate deficiencies in School Staff in cases where it can be shown, to the satisfaction of the Department, that such deficiencies are due to the operation of the Regulations for the Preliminary Education, &c., of Teachers, and, until further notice, pupil teachers serving in terms of Article 68 of the Regulations for the Training of Teachers may be reckoned as part of the School Staff, and will be recognised as sufficient for an average attendance of 25 scholars, provided that the number so employed does not exceed two in any division of the school for every certificated teacher serving in that division. Women at present recognised as part of the School Staff in terms of Article 32 (c). (3) of the Code of 1906, will also continue to be recognised until further notice.

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(2). If the Department is satisfied as to the distribution of the Staff as between the various classes, and that in no case are more than 60 children habitually under the charge of one teacher, the various members of the school staff will be recognised as sufficient for an average attendance of scholars as follows :— Articles 32 (*c.*) (2) - 37.

A certificated * head teacher for 50 scholars.
A certificated * assistant teacher for 60 scholars.
An assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*) of the Code of 1906,† or Article 75 of the Regulations for the Training of Teachers. } for 45 scholars.
An assistant teacher fulfilling the conditions of Article 79 (*c*) of the Code of 1906.† } for 35 scholars.

(*d.*) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

(*e.*) Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

33. In the application of Article 32 (*c.*), due allowance will be made for any unforeseen increase of attendance during the year for which grants are being paid.

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*f*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*c.*) A time table and scheme of work (Article 19 A. 8).

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, etc., which may require to be referred to at any future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

* Certificates of qualification granted by the Board of Education (England) will be accepted as equivalent to those granted by the Department. Applications for the recognition, for the purposes of this Article, of teachers' certificates granted by other recognised authorities will be considered individually as occasion arises. A teacher who is qualified for recognition as a Certificated Teacher, with the exception that he (or she) has failed to satisfy the Department of his (or her) physical capacity in the manner prescribed by the School Teachers Superannuation Rules (Scotland) 1899, may be recognised for the purposes of this Article.

† *See* Article 71 of the Regulations for the Preliminary Education, &c., of Teachers, for the date at which recognition of these qualifications will cease.

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Articles 38 - 118 (1) (*b.*).

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the Inspector's annual report and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, as well as any report of a visit without notice which may be communicated by the Department to the managers.

40. The Inspector may call for the log-book and portfolio at any visit and will report whether they appear to have been properly kept. He will require to see entries accounting for any change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

CHAPTERS III. and IV.

41–112. *Lapsed Articles.*—For the subject matter of these chapters, reference is made to the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools, published separately.

CHAPTER V.

Labour Certificates.

113-117. *Lapsed Articles.*—The provisions of these Articles are superseded by the Education (Scotland) Act, 1901, which prescribes the conditions under which total or partial exemption from the obligation to attend school may be granted by School Boards to children under 14 years of age.

CHAPTER VI.

Pensions.

118. A limited number of pensions will be granted to teachers who were employed in that capacity as principal or assistant teachers at the date (6th August, 1872) of the passing of the Education (Scotland) Act, 1872:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

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(*c.*) Have, as a rule, been employed continuously since the 6th of August, 1872, as principal or assistant teacher in elementary schools, or in training colleges. Articles 118 (1.) (*c.*) (8.).

(*d.*) Be recommended by His Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) No pension may be granted to teachers who, in the exercise of their option under Section 5 of the Elementary School Teachers (Superannuation) Act, 1898, have accepted that Act in the prescribed manner.

Provided that, if a teacher who has accepted the Act is proved, to the satisfaction of the Department, to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding £20 per annum.

(4.) As a rule, no pension will be granted to a teacher over 65 years of age on whose behalf application for a pension was not made before he attained that age, or within three months after his attaining it.

Provided that, where application for a pension is made in terms of this Article, the Department may, on account of the teacher's special fitness, and on the application of the managers, allow his service to continue for a further limited time.

Where a pension is not granted, the applicant's status as a certificated teacher will not be affected by reason of his having attained the age of 65 years, or any greater age.

(5.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(6.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(7.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:—

		£
83	7 pensions of 30*l.* each	210
	31 pensions of 25*l.* each	775
	45 pensions of 20*l.* each	900
		1,885
	Donations and special gratuities (each year)	100
		£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(8.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

* Minute of 16th June 1884.

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Articles 119-126.

CHAPTER VII.

TECHNICAL SCHOOLS.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects which are to be taught in the school.

(*c.*) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

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CHAPTER VIII.

RELIEF OF FEES.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and, in certain contingencies, under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available, together with any sums voted by Parliament for the same purpose, shall be distributed to school boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict. c. 62. s. 67), and to the managers of other day schools and classes conditionally entitled to share in that grant, provided that such school boards and such managers shall conform to the conditions hereinafter set forth.

129. The distribution shall be made in respect of each financial year ending on the 31st of March, and shall be made in proportion to the average attendance of each school upon which annual grant was paid for the school year ended during the twelve months immediately preceding the 1st of March in such financial year.

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April and 31st March in each financial year make one or more payments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school, over and above such payment or payments on account as may have already been made.

133. The following conditions shall be observed by the managers of all State-aided schools sharing in the grant in respect of such schools, and by the school boards in respect of the school provision in the public schools of their district :—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A school board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the classes.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a school board, the payments due in respect of all the schools under the management of the board may be made to the Treasurer of the school board.

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Articles 137-142 (*b.*).

137. Any school which may after the 1st of April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Fee Grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER IX.

Higher Grade Schools.

138. Where a special staff of duly qualified teachers is provided for the instruction of pupils approved by the Inspector in terms of Article 29 I., at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years, is given, such school or department may be recognised as a Higher Grade School or Department. As a rule, such a course must provide for the instruction of all the pupils according to a well graduated scheme in the following subjects, viz.—English (including History and Geography), Mathematics (including Arithmetic), at least one language other than English, and Science and Drawing according to a scheme approved for the Leaving Certificate Examination in these subjects. The instruction in each subject should follow the lines indicated in Appendix No. IV.

139. Pupils who have completed a three years' course according to the approved scheme, and have qualified for the award of an Intermediate Certificate, may either continue their studies on the lines of their previous general course or may receive an education which is either predominantly scientific and technical, or predominantly commercial, or is specially suited for girls (Household Management Course).

140. In all cases the Department must be satisfied that the school possesses the necessary provision of class-rooms, laboratories, and workshops.

141. The requirements of Article 19 A. 2. 4. 8. 9. and 10, shall apply also to Higher Grade Schools.

142. Where an Inspector reports that the conditions of Article 19. A. 4 have been observed, and that a satisfactory course of instruction is being given in accordance with the foregoing requirements, grants may be made as follows :—

(*a.*) On the average attendance of pupils over twelve years of age * enrolled with the approval of the Inspector (Article 29. I.) in a recognised first year's course, 2*l.* 10*s.*

(*b.*) On the average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course, 3*l.* 10*s.*†

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* See Article 29 I. For the purpose of these grants a pupil shall be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

† A grant at the higher rates specified in Articles 142 (*b*) and (*c*) will not be paid on the attendances of any pupil who has not been in attendance for at least six months at the preceding course.

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(*c*.) On the average attendance of pupils who, having completed a second year's course, are pursuing their studies according to the scheme for the third year's course, or, being qualified as prescribed in Article 139, are receiving further instruction according to an approved scheme, 4*l*. 10*s*.* 142 (*c*.)–154.

143. In all the courses payment may be made for practical instruction, which is in accordance with the general aim of the course, on the conditions and at the rates specified in Article 21 (*b*) and (*c*).

144. The grants under Article 142 may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for non-fulfilment of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

145. For every Higher Grade School or Department, separate accounts must be kept, and the managers will be required to furnish a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.†

146. A general register of all pupils of a Higher Grade School shall be kept, showing the date at which they were enrolled with the approval of the Inspector, the course followed and the number of attendances in each year.

Separate registers shall be kept of the attendances of the pupils of each year, and also of attendances at any classes of practical instruction.

147. Where in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, a school which satisfies the conditions required by the Department for a Higher Grade School or Department is recognised by the Department as fulfilling the conditions of Article 22, a grant of 10*s*., calculated on the average attendance of scholars in such Higher Grade School or Department, may be made in addition to any grants which may be earned under Articles 142 and 143.‡

148. No grant other than those specified in this Chapter may be made on account of scholars in a Higher Grade School or Department, except the Grant in Relief of Fees, the General Aid Grant, and in Voluntary Schools, the Aid Grant under Chapter X.

149–153. *Lapsed Articles.*

CHAPTER X.

Aid to Voluntary Schools.

154. Under the provisions of the Education (Scotland) Act, 1897, a sum of money is annually paid out of moneys provided by Parliament to the Scotch Education Department for aiding Voluntary Schools in Scotland. The Aid Grant shall be distributed amongst the managers

* See footnote (†) on preceding page.

† The conditions of Article 32 (*a*) must also be satisfied as regards the school as a whole (Elementary and Higher Grade Departments being taken together).

‡ In such schools the attendances of scholars over ten years of age who are not eligible for grants under this Article may be reckoned for grant under Article 22.

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Articles 154-160.

of Voluntary Day Schools in Scotland in the manner, and on the conditions, set forth in the following Articles; and for the purposes of Article 32 (*a*) shall be deemed to be income derived from a source other than the Parliamentary Grant.

155. To the managers of each Voluntary Day School conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., c. 62, s. 67), there shall be paid an Aid Grant equal to 3*s.* per head for the whole number of children in average attendance in the school provided that the accounts of the receipts and expenditure of the school shall be annually audited by a chartered accountant, a banker or bank agent, or some person specially approved by the Department.

156. The payment shall be made in respect of each financial year ending on the 31st March, and shall be based upon the average attendance as shown by the annual returns for the school relative to the school year ended during the 12 months immediately preceding the 1st January in such financial year.

157. Any Voluntary School which may after the 1st April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant shall be entitled to share in the aid grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER XI.

Revision of Code.

158. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

159. The Code shall be printed each year in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

160. The schedules and notes annexed to the Code, shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 158 and 159.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee
of Council on Education in Scotland

J. STRUTHERS,
Secretary.

Scotch Education Department,
9th March, 1907.

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SCHEDULES.

I. to IV.—[Dropped].

V.—SUBJECTS OF INSTRUCTION UNDER ARTICLE 21.

VI.—SUPPLEMENTARY COURSES UNDER ARTICLE 21.

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FIFTH SCHEDULE.

Subjects of Instruction under Article 21 common to all Classes.

A.—*The study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be :—

(1) Systematic home reading, with properly directed choice of books.

(2) An efficient system of reviewing, explaining, and testing in school the reading done at home.

(3) The committing to memory, after discussion and explanation suitable pieces of verse and of prose.

(4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after life are to be.*

Under this heading may be specified :—

(1) The Laws of Health.

(2) Money Matters—Thrift, Investment, Insurance.

(3) The Conditions of Trade and Employment.

(4) The Institutions of Government under which we live.

(5) The Empire—its history, growth, and trade ; our Colonies and the openings for enterprise which they afford.

(6) Nature Study, Drill, and Singing.

Reference is made to Their Lordships' Circular letter of 16th February, 1903, for an explanation of the spirit in which They desire these studies to be pursued, and for certain suggestions as to method.

At this stage of study it is highly desirable that full use should be made of the Ordnance Survey map of the District in which the school is situated, both in connection with Nature Study, and also for the purposes of specific lessons in Geography.*

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

* The Director-General, Ordnance Survey, Southampton, will be prepared, on application being made to him, to supply, for the use of schools, copies of a specially prepared edition of the Ordnance Survey map of any particular district, on the scale of one inch to the mile.

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SIXTH SCHEDULE.

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

(1) *Arithmetic.*—(*a*) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions;

(*b*) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (*e.g.*, calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.).

(2) *Bookkeeping.*—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.

(3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.): their purpose and proper form.

(4) *Handwriting.*—Systematic practice to secure *speed* in combination with legibility and correctness of form.

(5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

(1) *Geometry and Mensuration.*—(*a*) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.;

(*b*) Construction and use of graphs;

(*c*) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

(2) *Applied Arithmetic.*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.

(3) *Woodwork* or *Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.

(4) *Mechanics.*—The simple principles of Mechanics; and with more advanced students, elementary problems in Machine and Building Construction.

III. COURSE FOR RURAL SCHOOLS.

(1) *Nature Study.*—Continued so as to secure on the part of the pupils familiarity with,

(*a*) The rocks, soils, and plants of the district;

(*b*) The life histories of weeds and insect pests, with the remedies against them;

(*c*) Wind and insect pollination of plants;

(*d*) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged; observations on bees and bee-keeping should be made where possible; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

(2) *Geometry.*—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.

(3) *Study of Newspaper Market Reports.*—With exercises and calculations based upon them.

(4) *The Keeping of Accounts.*

(5) *Optional—Woodwork* (or *Ironwork*) as above.

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IV. Household Management (Girls') Course.

(1) *Housekeeping.*—Including,

(*a*) Care of Rooms, Furnishings, and Clothing;

(*b*) Marketing, and the keeping of Household Accounts;

(*c*) Cookery;

(*d*) Laundry Work;

(*e*) Needlework—Especially Mending, Darning, and Cutting-out.

Note.—All the above subjects must be taught *practically*.

(2) Special extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family*.

(3) *Arithmetic.*—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing.*—As applied to the making of diagrams for cutting out (optional).

(5) *Dressmaking*, and the use and care of the sewing-machine (optional)

For sea-board schools it is suggested that the subject of Navigation should be combined with certain subjects selected from the foregoing courses, *e.g.*, Geometry and Nature Study. The instruction in Navigation might proceed on the lines of the following syllabus:—

NAVIGATION.

(*Suggested Syllabus for Elementary Schools.*)

First Stage.

Form and dimensions of the earth; meaning of the following terms—Navigation, Seamanship, Axis of the Earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Difference of Longitude, Course Steered, Rhumb Line, Departure, Distance. To know the general construction of the Mariner's compass, and to explain what is meant by Variation, Deviation, and Dip of the Needle. To work examples of finding True Course from Magnetic Course, and *vice versâ*. To convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time, and time into degrees of Longitude.

Second Stage.

The first Stage; and to know the use of the Azimuth compass, and to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Instruments for measuring the speed of a Vessel. Plain sailing and Traverse sailing.

Easy examples to be worked.

Third Stage.

First and Second Stages; and use of Soundings, Parallel, Middle Latitude, and Mercator's sailing, a Mercator's Chart to be constructed from table of meridional parts; data given by the Inspector (Mathematical theory of Chart not required). Easy examples in the above modes of sailing to be worked.

Note.—Concurrently with the above, elementary Mathematics might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the last stage.

Besides the simple text books, Managers should at least provide a cheap boat's compass (in a box), a book of Nautical Tables and a local Chart.

Reference is made to the Department's Circular letter of date 16th February, 1903, for further explanation as to the scope and method of these Courses.

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APPENDIXES.

I.—Showing separately (for 1907) all ARTICLES modified, and all new ARTICLES.

II.—[Dropped].

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March, 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

IV.—MEMORANDUM as to CURRICULUM of HIGHER GRADE SCHOOLS or DEPARTMENTS.

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APPENDIX No I. - - - - -

SHOWING separately (for 1907) all ARTICLES

Articles in the Code of 1906 which are modified in the Code of 1907.

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17. (*c.*) Footnote.

* * * accommodation *will* in the case of new schools be calculated
* * * hitherto recognized. There should be * * *

---

17. (*e.*) * * * approved by, the Department; *or (2) the acting teacher passes the examination for a certificate (Article 44).*

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17. (*f.*) Footnote.

Under Section VII. of the Department's Minute of the 30th January, 1905, it is made a further condition of grant that the Committees constituted under that Minute shall be granted access to the school and such facilities for practice in teaching as may be agreed upon.

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19. A. 4 (*b.*). * * * accordance with *the scheme set forth in the Third Schedule of the Code, in such manner that the girls to be presented to the Inspector in terms of Article 29. I. shall be able to perform any of the exercises set down for the Senior Division in that schedule.*

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APPENDIX No. I.

modified and all NEW ARTICLES.

New, or modified, Articles in the Code of 1907.

Note regarding classification of schools.
(*See* page ix.)

3. (*b.*) Note. [New].

See Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools.

17. (*c.*) Footnote.

* * * accommodation in the case of new schools *or portions of schools newly added or enlarged, will* be calculated * * * * hitherto recognised, *subject to the fulfilment of the general requirements of this Article, and provided that the number of children habitually in attendance in any one room does not exceed during any portion of the year the number of scholars for whom the room is recognised as providing accommodation.* There should be * * *.

17. (*d.*) Note. [New].

*See Regulations for the Preliminary Education, &c., of Teachers, and also Footnote * to Article 32 (c) (2).*

17. (*e.*) * * * approved by, the Department.

17. (*f.*) Footnote.

Under Article 21 of the Regulations for the Preliminary Education, &c., of Teachers, it is made a further condition of grant that facilities for the use of the school by Training Authorities for practice in teaching shall be given to an extent which the Department may consider reasonable.

19. Note to second paragraph. [New].

See footnotes to Articles 21 and 142 (a).

19. A. 4 (*b.*). * * * accordance with *a scheme approved by the Department.*

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Articles in the Code of 1906 which are modified in the Code of 1907.

19. A. 4 (*d.*). * * * insisted upon. *Ignorance or want of expertness in drawing on the part of a teacher in charge of a school who is under 40 years of age shall not, after a year's notice, be a reason for exemption from the provisions of this section unless the Inspector shall report that such teacher has no reasonable opportunity for obtaining further instruction in this subject.*

19. A. 8. * * * for approval *before the beginning of the working school year*:—

19. B. 4. * * * in accordance *with the scheme outlined in Schedule IV., or some other scheme, details of which have been submitted to and approved by the Inspector on behalf of the Department*, a further * * * * * * reduction under Article *32* (*a*).

19. B. 7. * * * Gaelic-speaking *pupil* teacher * * *

19. D. * * * reduction under Article *32* (*a*).

19. D. (*a.*) * * * living more than *four* miles from any aided school, or separated * * *

19. E. *A grant* will be made at the following rates per annum (or proportionately for part of a year) in respect of each pupil-teacher† required by Article 32 (c), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,‡ the arrangements for whose instruction are approved by the inspector, after such examination as he may hold under Article 70 (d) 4, and who passes the examination at the end of the second year, or obtains a place in the first or second class in the King's Scholarship Examination (Article 92):—*

1st Year.	*2nd Year.*	*3rd Year.*§	*King's Scholarship Examination.*
2l.	*2l. 10s.*	*2l. 10s.*	*5l. (1st class).* *4l. (2nd class).*

* *Attendances of pupil-teachers at Supplementary Courses or in Higher Grade Schools, may, with the previous sanction of the Department, be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming Grants under Article 21 or Chapter IX. of the Code. Not more than five attendances a week may be registered for each pupil-teacher.*

† *This grant must in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers, or in providing for them additional educational advantages beyond the instruction provided for in paragraph 5 of Schedule II. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.*

‡ *This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.*

§ *In the case of pupil-teachers who take the King's Scholarship Examination at the end of the 3rd year, the only grant payable for that year will be the one dependent on the result of the examination.*

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New, or modified, Articles in the Code of 1907.

19. A. 4 (*d.*). * * * insisted upon.

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19. A. 8. * * * for approval *:—

Footnote* [New].

Schemes once approved may be acted upon till the submission of a fresh scheme of work is required by the Inspector, or found desirable by the Managers.

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19. B. 4. * * * * in accordance *with a scheme approved by the Department*, a further * * *

* * * reduction under Article *32.*

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19. B. 7. * * * Gaelic-speaking teacher * * *

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19. D. * * * reduction under Article *32.*

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19. D. (*a.*) * * * living more than *three* miles from any aided school *by the nearest road*, or separated * * *

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19. E. *Laps d Section.* (*For the subject matter of this section, reference is made to the Regulations for the Preliminary Education, etc., of Teachers, published separately.*)

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Articles in the Code of 1906 which are modified in the Code of 1907.

21. (*a.*) * * * as regards pupils *enrolled* in the supplementary * * * .

21. (*b.*) Footnote.
* * * a pupil *may* be taken * * *

21. (*b.*) (2.) * * * Instruction or *for the attendance of girls at* lessons * * * .

21. (*c.*) (4.) * * * not more than *18* pupils * * * *

24. * * * not more than *18* scholars * * * .

29. II. *A Certificate of Merit will be granted to any scholar over fourteen years of age at a certain fixed date* who, after enrolment in a supplementary course of study with the approval of the Inspector, as aforesaid, has followed that course for not less than a year, remains at school till the said fixed date, is certified by the headmaster to be of good character and conduct, and is shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course.* Each pupil * * *

29. II. Footnote.*

See preceding note to this Article. For the purpose of the award of a Merit Certificate, a candidate may be taken to be 14 at the "fixed date" preceding or that succeeding his fourteenth birthday, whichever is the nearer. Intimation * * * .

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New, or modified, Articles in the Code of 1907.

20. I. and II. [Added].

N.B.—The grants under this Article are not taken into account in making reductions under Article 32.

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21. (*a.*) * * * as regards pupils *who have been taught* in the supplementary * * *

21, 21 (*a.*) & 21 (*b.*) Footnote.

* * * a pupil *shall* be taken * * * .

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21 (*b.*) (2.) * * * Instruction or lessons * * * .

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21 (*b.*) (2.) Footnote † [New].

The attendance of boys at Cookery Classes may be reckoned in special circumstances approved by the Department beforehand.

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21. (*c.*) (4.) * * * not more than *20* pupils * * *

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24. * * * not more than *20* scholars * * *

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29. II. *Certificates of Merit may be issued by Managers,* with the sanction of the Department, at the fixed dates specified in the footnote to Article 29. I, to scholars who—*

(*a.*) *Have become 14 before, or during the course of, the term preceding the said fixed date.*†

(*b.*) *Have been in regular attendance*‡ *at an approved supplementary course for not less than one complete year.*

(*c.*) *Are certified by the headmaster to be of good character and conduct, and*

(*d.*) *Are shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course.*

Each pupil * * *

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29. II. Footnote.*

The special attention of Managers is directed to the importance of Merit Certificates for the purpose of grants under Article 12 of the Continuation Class Code.

Intimation * * * .

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Articles in the Code of 1906 which are modified in the Code of 1907.

. . . . . .

32. (*c.*) (1). *If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 25 (or fraction of 25) scholars over three years of age in average attendance, after the first 50,*—A deduction, * * * for whom a *pupil teacher* is required but not provided.*

Footnote.*

According to this rule,—

(1.) *No pupil teacher is required when the average attendance does not exceed 50.*

(2.) *One pupil-teacher is required when it exceeds 50 but does not exceed 75.*

(3.) *Two pupil-teachers are required when it exceeds 75 but does not exceed 100, and so on, but see Article 70 (g).*

32. (*c.*) (2.) *A certificated (Article 42) assistant teacher, is sufficient for a further average attendance of 60 scholars; an assistant teacher fulfilling the conditions of Article 79 (a) or (b), for 45 scholars; and an assistant teacher fulfilling the conditions of Article 79 (c), for 35 scholars, provided that* the Department * * * .

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New, or modified, Articles in the Code of 1907.

29. II. (*a.*) Footnote.† [New].

Exception. A scholar whose birthday falls in the month of August or September will be held eligible for the award of the certificate on the 1st August preceding his fourteenth birthday.

29. II. (*b.*) Footnote.‡ [New].

In the absence of explanations satisfactory to the Department, a minimum of 90% of possible attendances will be expected where attendance at a supplementary course has not been of more than one year's duration.

32. (*c.*) (1.) *If a sufficient staff of teachers for the number of scholars in average attendance at the school be not provided in accordance with the requirements stated below,* a deduction * * * for whom a *teacher* is required but not provided. ‡

Footnote.‡

In administering this Article the Department will make allowance for moderate deficiencies in School Staff in cases where it can be shown, to the satisfaction of the Department, that such deficiencies are due to the operation of the Regulations for the Preliminary Education, &c., of Teachers, and, until further notice, pupil teachers serving in terms of Article 68 of the Regulations for the Training of Teachers may be reckoned as part of the School Staff, and will be recognised as sufficient for an average attendance of 25 scholars, provided that the number so employed does not exceed two in any division of the school for every certificated teacher serving in that division. Women at present recognised as part of the School Staff in terms of Article 32 (c) (3) of the Code of 1906, will also continue to be recognised until further notice.

32. (*c.*) (2.) *The various members of the school staff will be recognised as sufficient for an average attendance of scholars as follows:—*

A certificated head teacher for 50 scholars.*

A certificated assistant teacher for 60 scholars.*

An assistant teacher fulfilling the conditions of Article 79 (a) or (b) of the Code of 1906† or Article 75 of the Regulations for the Training of Teachers. } *for 45 scholars.*

An assistant teacher fulfilling the conditions of Article 79 (c) of the Code of 1906.† } *for 35 scholars.*

if the Department * * * .

Footnote.* [New].

Certificates of qualification granted by the Board of Education (England) will be accepted as equivalent to those granted by the Department. Applications for the recognition, for the purposes of this Article, of teachers' certificates granted by other recognised authorities will be considered individually as occasion arises. A teacher who is qualified for recognition as a certificated teacher, with the exception that he (or she) has failed to satisfy the Department of his (or her) physical capacity in the manner prescribed by the School Teachers Superannuation Rules (Scotland) 1899, may be recognised for the purposes of this Article.

Footnote. † [New].

See Article 71 of the Regulations for the Preliminary Education, &c., of Teachers, for the date at which recognition of these qualifications will cease.

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Articles in the Code of 1906 which are modified in the Code of 1907.

32. (*c.*) 3. *In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the Inspector, accepted as equivalent to a pupil-teacher. Not more than one woman qualified under this section can be recognised in any one school, and the sanction of the Department must be obtained at the time of her appointment.*

33. *If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (c.).*

36. * * * the pupils, *monitors, and pupil teachers,* visits * * *

39. * * * log-book, *with the names and standing (certificated teacher of the — class, or pupil teacher of the — year, or assistant teacher) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the Inspector's report. The correspondent, or two of the managers, must sign this entry, which settles the school staff for the year (Article 11).* Any report of a visit without notice which may be communicated by the Department to the managers *should also be entered in the log-book.*

40. * * * He *will specially refer to the entry made pursuant to Article 39 and he* will require * * * for any *subsequent* change * * * .

CHAPTERS III. AND IV.

Articles 41 to 112.

128. * * * day schools conditionally entitled * * *

138. Footnote.*

Higher Grade Schools, or Departments recognised in terms of former Codes, may, if so desired, continue to give instruction (for a further limited time) according to the scheme already approved for the school, and, in such cases, the terms of Articles 139 and 140 of the Code of 1904 shall apply.

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New, or modified, Articles in the Code of 1907.

32. (*c.*) 3. [Dropped].

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33. *In the application of Article 32* (*c.*), *due allowance will be made for any unforeseen increase of attendance during the year for which grants are being paid.*

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36. * * * the pupils, visits * * *

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39. * * * log-book *as well as any* report of a visit without notice which may be communicated by the Department to the managers.

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40. * * * He will require * * * for any change * * *

CHAPTERS III. AND IV.

Articles 41 to 112. *Lapsed Articles.*

Note.—For the subject matter of these chapters, reference is made to the Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools, published separately.

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128. * * * day schools *and classes* conditionally entitled * * *

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138. Footnote.* [Dropped.]

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Articles in the Code of 1906 which are modified in the Code of 1907.

139. * * * Certificate *except as regards the requirement of a pass on the Higher Grade standard in some subject of the course* may either * * *

SCHEDULES I. TO IV.

I.—Certificates and Curriculum of Pupil-teachers prior to and during their engagement.

II.—Form of Memorandum of Agreement.

III.—Needlework.

IV.—Drawing.

APPENDIX No. II.

Circular (No. 329) to Training Colleges and Local Committees for the Training of King's Students.

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New, or modified, Articles in the Code of 1907.

139. * * * Certificate, may either * * *

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142 (*a.*) Footnote.* [New].

See Article 29 I. For the purpose of these grants a pupil shall be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

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145. Footnote.† [New].

The conditions of Article 32 (a) must also be satisfied as regards the school as a whole (Elementary and Higher Grade Departments being taken together)

SCHEDULES I. TO IV.

[Dropped.]

APPENDIX No. II.

[Dropped.]

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APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management:

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose:

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890:

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts:

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved:—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor:—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say:

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

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5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

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APPENDIX No. IV.

MEMORANDUM AS TO CURRICULUM OF HIGHER GRADE SCHOOLS OR DEPARTMENTS.

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.* of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a.) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing.*—The course of instruction in Drawing should be in accordance with a scheme specially approved for the purpose of the Leaving Certificate Examination in Drawing.

(E.) *Experimental Science.*—The course in Science should be in accordance with a scheme similarly approved and should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils

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are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. Unless there is reasonable probability of these objects being attained the subject should not be attempted. There is no restriction in the choice of languages to be studied as part of the Higher Grade course, provided that the amount of language study is not excessive compared with the time allotted to other subjects of the curriculum. Latin or Greek may be proposed in substitution for a Modern Language, and if Latin is not taken as a separate subject of study, it is desirable that the lessons in English should include some elementary study of the Latin vocabulary and sentence construction in their bearing upon English.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

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REGULATIONS (1907)

FOR THE PRELIMINARY EDUCATION, TRAINING, AND CERTIFICATION OF TEACHERS FOR VARIOUS GRADES OF SCHOOLS.

NOTE.

These Regulations have now been made complete by transferring to them from the Code the regulations regarding Pupil Teachers.

Pupil Teachers already in service, or who may be admitted in the present year, or in any subsequent year till further notice, in terms of these Regulations, will be regarded as satisfying *pro tanto* the terms of Article 32 (c) of the Code as regards the provision of school staff.

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REGULATIONS FOR THE PRELIMINARY EDUCATION, TRAINING, AND CERTIFICATION OF TEACHERS FOR VARIOUS GRADES OF SCHOOLS.

PREFATORY MEMORANDUM TO THE FIRST ISSUE OF THESE REGULATIONS.

Introductory.

Introductory.

The Codes of recent years contained an undertaking to recast the course of instruction for pupil teachers, and a more comprehensive promise was made in the Code of 1905 to deal with the whole subject of a teacher's training and certification. The following Regulations are the result.

Their working might have been facilitated and their form in some measure modified, had the Education (Scotland) Bill of last session received the sanction of Parliament. It has, however, become possible to take advantage of Their Lordships' Minute of 30th January, 1905, establishing Committees for the Training of Teachers in connection with the Universities, and there does not seem to be any good reason for further delay.

General principles.

Though the details are necessarily somewhat complex, the general principles are extremely simple. The whole course is regarded as one continuous process having two aspects—(*a*) the general education of the future teacher, and (*b*) his professional training. Emphasis is laid upon (*a*) in the earlier part of the course, and upon (*b*) in the later. Yet the two are never entirely separated. Before admission as a Junior Student the candidate must have received a good general education testified to by fitness for the award of the Intermediate Certificate. Provision is also made in the case of intending candidates for obtaining evidence as to their probable fitness for the office of teacher by careful observation of those personal characteristics which make for or against success in their future occupation.

General education of candidates.

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Professional training.

During the Junior Student course, more concentrated study will go hand in hand with systematic instruction in the art of teaching, practice under skilled supervision superseding the haphazard exercise which, it is to be feared, has hitherto been too frequently the lot of the pupil teacher. Similarly, while professional training will be the first and chief concern of the Training Centre, students who have reached a certain level of general education will, so far as is consistent with the requirements of proper professional training, be accorded every reasonable facility for pursuing their studies.

General Certificate to teach in Primary Schools (*Articles* 15–41).

Main object of Regulations.

The main object of the Regulations is to secure a sufficient supply of well-equipped teachers for the work of the ordinary public schools of the country. It follows that, apart from professional training, general education should extend much beyond the primary stage. Accordingly, the preliminary instruction to be undergone by the future teacher has been assimilated as far as possible to the ordinary curriculum of either a Secondary or an Intermediate School. In view of his destined occupation it is essential that his curriculum should include a thorough study of English and English literature, and also a sufficient grounding in certain other subjects, some knowledge of which is indispensable to an intelligent treatment of the whole range of work in a Primary School. But it is being increasingly recognised that an adequate discipline in the various subjects indicated—to wit, English, Experimental Science, and Drawing—is at the same time an integral element in a well-balanced course of Secondary Education. There should accordingly be no difficulty in accommodating the curriculum of any good Secondary School to the special needs of the future teacher. Subject to certain temporary provisions (Articles 67 to 75), the minimum requirements for recognition as a teacher in Primary Schools will be, firstly, the successful completion of an approved course of Secondary Education indicating attainments approximating to those required for the award of the Leaving Certificate, and, secondly, a subsequent and sufficient course of mainly professional training. The duty of making provision for the latter will rest

Nature of general education.

Minimum requirements for recognition.

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upon the Training Authorities at each Training Centre. For this purpose the Provincial Committees for the Training of Teachers will establish clearly defined courses of instruction, distinguishing between the preparation necessary for teaching primary and secondary subjects respectively. As far as may be required, separate courses will be provided for men and for women. In their arrangements the Committees will avail themselves to the full of institutions accessible to the Students—the University, the Technical College, the School of Art, etc.—and will establish under their own management such classes only as these institutions cannot easily provide.

Provision to be made by Training Authorities for instruction of Students.

Qualification to teach higher subjects in Intermediate and Secondary Schools (*Articles* 42–46).

While duly safeguarding the interests of those now serving on the staff of Intermediate and Secondary Schools under the inspection of the Department, my Lords desire to secure that, for the future, all teachers of higher subjects shall be thoroughly trained for their most responsible duties. As stated above, it is contemplated that the Provincial Committees will establish courses specially designed for this purpose. Persons who do not desire to qualify as teachers of Primary Schools may be admitted to such courses, and may qualify as teachers of higher subjects in Intermediate and Secondary Schools upon fulfilment of the conditions laid down in the aforesaid Articles. Such persons will, as a rule, be expected to have graduated in Arts or Science before entering upon their course of professional training. They must pay the fee fixed for the course of training, and they will not be eligible for the award of allowances from the funds of a Provincial Committee, nor will they have the status of 'Certificated Teacher' for the purposes of the Elementary School Teachers (Superannuation) Act. On the other hand, a General Certificate (conveying qualification to teach in Primary Schools) will not, as such, qualify for employment as a teacher of higher subjects in Intermediate and Secondary Schools under the inspection of the Department, but the holder may obtain such qualification in respect of any particular subject by

Courses for teachers for Intermediate and Secondary Schools.

Qualification of holders of a General Certificate to be teachers of special subjects in Intermediate and Secondary Schools.

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fulfilling the conditions of Articles 42–46 either during his Training College course or subsequently. These Articles are only intended to set up a general *standard* of qualification. The extent to which the possession of such qualifications will be insisted on as regards the staff of a school in receipt of grants from the Department will be a matter for separate regulation in the Code or Minute under which such grants are made.

Certificates to teach Special Subjects (*Articles* 47 *and* 48).

In connection with schools of all grades and with continuation classes a considerable body of persons find employment as teachers of special subjects, *e.g.*, Cookery, Laundry Work, Drawing, &c. The qualifications of such teachers have hitherto been ill-defined, and it is now sought to regularise them. Three conditions seem to be essential for recognition: (1) a general education of a moderate standard; (2) an expert knowledge of the special subject to be taught, testified to by the Diploma of a recognised institution; (3) a sufficient course of instruction in the aims and methods of education generally, and in the treatment, for purposes of education, of the special subject concerned. These conditions are the basis of the requirements of Articles 47 and 48.

General conditions for recognition.

Certificates issued to teachers of special subjects will not in themselves qualify for employment on the general staff of schools of any grade, nor will they confer any of the privileges that belong to the holder of a General Certificate.

Certificate to teach special subjects not a qualification for general work.

Possible Transference of Existing Training Colleges (*Articles* 26–29).

The Minute of 30th January, 1905, makes it possible under certain conditions for Managers of existing Training Colleges to transfer their property in these Colleges to the Provincial Committees established under that Minute. But there is an alternative. Managers may retain their property in whole or in part. If they retain it they may—while employing it in the first place for the purpose of giving religious instruction, according to their own views, to Students who elect to receive it at their hands, and for boarding and caring for those who consent to live under their discipline—grant the use

Establishment of "hostels." Articles 26–29.

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of it to the Committees for all other purposes. The premises of Training Colleges where this system might be adopted would—in so far as they were used for boarding Students or for giving religious instruction—be regarded as "Hostels" for the purposes of these Regulations. The Managers would fix such fees as would cover in whole or in part their outlay for the objects specified. These fees would be paid by the Students to the Managers of the Hostels either out of their own funds or from allowances granted to them by the Committees. The Committees might further, in consideration of the fees being fixed at an amount insufficient to meet the actual cost of maintenance of the Students, make a subsidy in aid of the funds of any Hostel.

Duty of supervision.

Where Hostels were approved by a Provincial Committee, the duty of supervising the resident Students and of reporting on their conduct would devolve on the Managers of the Hostels. In so far as a Hostel was used for the purposes of religious instruction, the proficiency of the Students, as determined by its Managers, would be entered, should the Committee so determine, upon the Certificate granted to the Student. It would be permissible for persons or associations of persons other than the Managers of existing Training Colleges to establish Hostels under similar conditions.

Students not resident in hostels.

In no case would a Student be compelled, as a condition of being accepted, to reside in a particular Hostel, nor could the obtaining of a mark for religious knowledge be made a condition of granting the Certificate. In so far as Students were not resident in approved Hostels, the responsibility for their proper housing, the supervision of their conduct and the making of the report specified in Article 29 would devolve directly upon the Provincial Committees or upon officers appointed by them.

It is important to note that when a Provincial Committee accepts the transfer of an existing Training College for all or for any purposes, Students will no longer be assigned to that College as a separate institution, but will be merged in the general body of Students.

Fees and Allowances (*Articles* 30–32).

Independent and fee-paying Students.

The Regulations contemplate the possibility of a certain number of Students providing for their own

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maintenance and paying fees for their instruction, and thereby obtaining a licence to teach without coming under obligation to serve in any particular class of school. My Lords are strongly of opinion that an increase in the number of such Students will be one of the most effective means of raising the profession of teacher to its proper level, and They trust that the responsible authorities will do all in their power to foster this increase. But having regard to the manner in which the supply of trained teachers for Primary Schools has been provided in the past, They recognise that for some time to come, and possibly in some measure always, there will be necessity for granting a certain number of allowances. But They feel that allowances should be granted only after careful inquiry, and that their number and amount should be kept strictly within the bounds of the actual necessities of individuals and of the time.

Allowances.

In order to secure a satisfactory supply of Junior Students, such additional monies as may be necessary will be placed in the hands of the Secondary Education Committee for each county or burgh. The schemes of these Committees, which must be approved by the Department, will in every case include an adequate number of allowances payable to accepted Junior Students. They will also, where circumstances seem to require it, make provision, by means of bursaries or otherwise, for enabling pupils who have passed the qualifying examination (Article 29 I. of the Code) to receive instruction that shall fit them for being nominated to Junior Studentships.

Country schools should constitute an admirable recruiting ground for teachers of the best type. In view of this, as well as of other considerations, the co-operation of the County Committees on Secondary Education may be expected to be most valuable.

Classes for the Further Instruction of Teachers (Article 55).

Classes for teachers in actual service to be transferred to Provincial Committees.

In order that the whole subject of the training of teachers in any district may as far as possible be brought within the purview of a single body, the initiative in establishing classes for the further instruction of teachers in actual service, as well as the expense of maintaining such classes (Article 91 (d) of the Code), has been transferred from County Councils to the Provincial Committees.

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These classes may be held at such convenient centres within the constituency of the Committee or Committees as may be determined, but the desirability of instituting vacation courses at the principal centres of training and the advantage of making use of the equipment and staff there available should be specially kept in view.

Establishment of vacation courses.

Temporary Provisions (*Articles* 67–75).

The ideal aimed at in these Regulations is that every teacher in a Scottish school shall be thoroughly trained and equipped for the work he is to undertake. But Their Lordships are well aware of the difficulties that would inevitably attend on too sudden a change from present conditions. With the view of obviating the various inconveniences that might otherwise attach to a period of transition, certain temporary provisions have been framed (Articles 67–75). These have been drafted after very careful consideration of the probable requirements over a series of years. Scrutiny will show that they are sufficiently elastic to admit of adaptation to unforeseen circumstances.

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NOTE REGARDING CLASSIFICATION OF SCHOOLS.

Classification of schools and definition of terms.

For the purpose of these and other regulations of the Department, it will be found convenient to use a classification of schools based solely on distinction of curriculum.

Of the designations at present in common use, the term "Elementary," as defined in the English Education Act of 1870, is not strictly applicable to any class of school in Scotland. The term "Higher Grade" connotes a school receiving grants under the Code, and is therefore restricted in its application. The term "Higher Class" comes originally from the Education Act of 1872, and is mainly of historical interest, having no necessary relation to the character of the work done in the schools so designated.

The nomenclature which it is now proposed to use is the following:—

Primary School.

Primary School.—A school or a department of a school giving an education based entirely upon English to pupils who are, as a rule, below the age of 14. A Primary School may contain individual pupils or small sections of scholars who are being instructed on the lines of an Intermediate or even, in exceptional circumstances, of a Secondary School.

Intermediate School.

Intermediate School.—A school providing at least a three years' course of secondary education (including, as a rule, instruction in a language or languages other than English) to pupils who, on entering, have reached the stage of attainment in elementary subjects indicated in Article 29 I. of the Code ("qualifying examination").

Secondary School.

Secondary School. – A school providing at least a five years' course of secondary education beyond the qualifying examination stage.

An Intermediate School corresponds generally to a Higher Grade School, but there are some Higher Class Schools which may fall into this category.

A Secondary School corresponds generally to a Higher Class School, but there are some Higher Grade Schools which have developed, or in suitable circumstances may be expected to develop, a complete Secondary School course.

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An Intermediate School should retain its pupils until at least the age of 15–16, and the normal attainments of the pupils at that age should be those indicated by the Intermediate Certificate.

Normal attainments of pupils in Intermediate and Secondary Schools.

A Secondary School should retain its pupils till at least the age of 17–18, and no pupil who has not qualified for the award of some form of Leaving Certificate, or for one of the alternative Technical or Commercial Certificates, can be held to have completed the course satisfactorily.

Though the education of the Intermediate School is of the nature of secondary, as distinguished from primary, education, the choice of subjects and the relative importance to be given to them at various stages of the curriculum may properly vary within certain limits according as the school is one providing a three years' course or one providing a five years' course. The curriculum of each type of school should be so arranged as to present, at the age at which the pupils normally leave, a certain unity and completeness.

Choice of subjects for curriculum.

On the other hand it is important that as between the Secondary School and the various Intermediate Schools of the same district there should be no unnecessary divergence of curriculum in the earlier stages, so that transference from the one to the other may not be impeded.

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Regulations for the preliminary education, training, and certification of teachers for various grades of schools.*

Chapter I.

INTRODUCTORY.

Regulations to supersede those in Code.

1. The following Regulations shall come in place of those articles and schedules of the Code which deal with the admission, training and examination of pupil teachers and the training and certification of teachers.

Stages of preparation.

2. Subject to the special provisions of Articles 67-75 of these Regulations, the following shall be recognised as the regular stages of the course of preparation for the office of teacher, viz.:—(*a*) Junior Students, and (*b*) Students in Full Training.

Chapter II.

JUNIOR STUDENTS.

Nomination of Students.

3. Junior Students may be nominated to the Department from among young persons who have received instruction according to the curriculum approved for Higher Grade Schools (either in schools recognised as such or in Higher Class Schools, or in schools which, having regard to their equipment and to the qualifications of the staff to give instruction in the approved curriculum, are accepted by the Department as satisfactory for the purpose), and who at the end of their course have been found qualified for the award of the Intermediate Certificate (see Circular Letter No. 389 in Appendix No. II.).† The Department may also accept satisfactory evidence of an equivalent course of instruction undergone elsewhere. The nomination shall be made in the case of counties by the County Committee on Secondary Education. In the case of those burghs for

* *Note.*—The words "he," "his," &c., in these Regulations, unless the context shows the contrary, are to be taken to include "she," "her," &c.

† See also footnote to Article 69 (*g*).

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which there is a Burgh Committee* on Secondary Education, the nomination in the case of candidates from Voluntary or Endowed Schools shall be made by the relative Committee, but in the case of candidates from Public Schools by the School Board.†

School Record.

4. In the nomination of Junior Students the nominating body shall give due consideration to a report which applicants shall obtain from their principal teacher after giving him not less than six months' notice of their intention to present themselves for nomination. This report (the production of which may be called for in any individual case or cases by the Department) shall have particular reference to those qualities which seem to make for or against the applicant's ultimate fitness for teaching work. With a view to forming a judgment, the teacher may occasionally, during the three months immediately preceding the application, employ the applicant in giving instruction under supervision in the junior classes of the school.

Certificate as to health, &c.

5. Every person received as a Junior Student shall furnish a satisfactory medical certificate as to health and physical fitness in a form prescribed by the Department, and shall also produce a Registrar's Certificate of Birth or other satisfactory evidence of age.

Instruction during the course.

6. Junior Students shall receive their instruction at such schools as are approved by the Department for the purpose, regard being had to the accommodation, the equipment, and the provision of a sufficiently qualified staff.

Curriculum to be approved by Department.

7. The instruction shall be according to a curriculum submitted by the Managers of such schools and approved by the Department.

Conditions of approval.

8. To be approved by the Department a curriculum must provide for the instruction of the Students in the following subjects:—

English; at least one language other than English; History; Geography; Mathematics (including Arithmetic) and Experimental Science; Drawing and some form of Manual work (in the case of girls, Needlework); Physical Exercises; Music.

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* Including the Secondary Education Committee for the Parish of Govan.

† The nomination of Junior Students under this Article and the granting of allowances under Article 57 shall be made by the authority (County Committee or Burgh Committee or School Board, as the case may be) of the district in which the parents or guardians of the candidates reside.

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Duration of course.

9. The course shall extend normally over three years. But Students who at the end of the second year have obtained the full preliminary qualifications necessary to study for graduation, may enter the University at the beginning of the succeeding Winter Session. On the other hand, Students who can produce testimony of exceptional aptitude for teaching, as well as of sufficient progress in their studies, may, with the sanction of Managers, apply at the end of their second year to be provisionally recognised as Assistant Teachers in terms of Article 75.

Records of Work to be kept.

10 (*a*). Systematic records shall be kept of the work of the Junior Students in the several subjects of the approved curriculum, and these records, together with the judgments of the examiners appointed by the Department, shall form the basis of the relative entries upon the certificate to be granted to the Junior Student on the satisfactory completion of his course (the Junior Student's Certificate).

Examination of Junior Students.

(*b*). A Junior Student may be presented at the Leaving Certificate Examination for examination on the Higher Grade Standard in any subject included in the approved curriculum, and any success so obtained shall be recorded upon his certificate.

Training and practice in Teaching.

11. Managers shall submit for approval, as an integral part of the curriculum, a scheme for the systematic training of the Junior Students in the art of teaching each of the Primary School subjects. This training may be given either in the approved school or in a purely Primary School, as Managers may arrange, with the sanction of the Department. Such scheme may, at the discretion of Managers, provide for the requisite instruction and practice being given either at intervals throughout the course, or continuously during the last six months.

Records of progress to be kept.

Instructor's Report.

Systematic record shall be kept of each Student's progress and proficiency in the art of teaching. The instructor charged with this part of the work shall embody his observations on each Student in a report which shall specify whether or not the Student gives satisfactory promise of becoming an efficient teacher.

Report by the principal teacher.

12. The principal teacher shall further report as to the character and conduct of each Junior Student, his

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bearing and manner of speech, his influence with his fellows and generally as to his possession of the moral qualities requisite in a teacher.

13. The nature of the reports obtained under Articles 11 and 12 shall be recorded on the Junior Student's Certificate, and no Junior Student will be held to have successfully completed his course, nor will his certificate be endorsed and recognised by the Department, unless these reports are satisfactory. Satisfactory reports essential to secure endorsement.

14. Subject to the sanction of the Department, managers of approved schools may charge such fees for instruction in the course for Junior Students as they may see fit.* Fees.

Chapter III.

STUDENTS IN FULL TRAINING (SENIOR STUDENTS).

15. Provincial Committees for the Training of Teachers in connection with the Universities,† established by the Department's Minute of 30th January, 1905,‡ and Managers of Training Colleges may admit to training the following classes of persons:— (*a*) Persons who have obtained the Junior Student's Certificate (Articles 10–13); (*b*) Persons who, not having been admitted as Junior Students, have obtained a Leaving Certificate or have undergone an equivalent course of instruction to the satisfaction of the Department, and have also, after not less than six months of practical training in a school, approved by the Department for that purpose, obtained satisfactory reports in terms of Articles 11 and 12; (*c*) Any person qualified for admission in terms of Article 73 of these Admission of Students. Qualifications for admission.

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* For particulars as to grants and bursaries or maintenance allowances in respect of Junior Students, see Articles 56–57.

† Hereinafter referred to as "Provincial Committees." In reference to Students in Full Training the expression "Training Authorities" means a Provincial Committee or the Managers of a Training College.

‡ See Appendix No. III.

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Regulations; (*d*) Persons already recognised as certificated teachers (untrained); (*e*) Graduates in Arts or Science of any University in the United Kingdom, or of any University abroad approved for the purpose.*

Certificate as to health, etc.

16. No person who does not produce a satisfactory certificate as to health and physical fitness in a form prescribed by the Department can be recognised as a Student.

Duration of course.

17. The course of training for persons admitted under Article 15 (*a*), (*b*), or (*c*) shall be of not less than two years' duration, except in the case of those who have already passed in first year's papers at the Certificate Examination for Acting Teachers, when the course of training may, at the discretion of the Training Authorities, be shortened in accordance with the provisions of Article 73 (*c*). Certificated Teachers and Graduates (Article 15 (*d*) and (*e*)) may be admitted to a course of training of one year.

Curricula to be approved by Department.

18. The courses shall be according to curricula proposed by Training Authorities and approved by the Department.†

Conditions of approval. Professional training. Practice in teaching.

19. Approved courses must make satisfactory provision for the professional training of teachers.

20. Adequate practice in teaching must be given to Candidates for the General Certificate in Primary Schools, and to Candidates for recognition as specially qualified teachers of higher subjects (Articles 42-46) in Intermediate or in Secondary Schools. To that end Training Authorities may arrange with School Boards and with other Managers for permission to use suitable Schools under conditions that, as to the number in each school and as to the fee per student (*see* Article 64), may be approved by the Department.

Managers of Schools to give facilities.

The giving of facilities a condition of grant.

21. The giving of such facilities to an extent which the Department may consider reasonable shall be a condition of grant to any school under any Code or Minute of the Department.

The curriculum — what it must include.

22. For purposes of professional training the curriculum shall include instruction in the elements of School

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* Women who have been placed in the Class Lists of one or other of the Final Honours Examinations in the University of Oxford or the University of Cambridge shall be deemed to be graduates for the purposes of these Regulations.

† Alternative courses of training designed with regard to the differing initial attainments of different classes of Students and to the various qualifications aimed at (Articles 39 and 43) may be submitted.

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and Personal Hygiene, Psychology, Ethics, and Logic, and also in the principles of education and in the history of educational systems and theories. It shall further provide for discussion of the methods of teaching each of the subjects of the Primary School curriculum and for correlated practice under proper supervision.

Further provisions as to curriculum.

23. These requirements being met, the curriculum may provide, to such extent as Training Authorities may determine, for the revisal or the development of the Student's knowledge of the subjects of general education embraced in the curriculum for Junior Students (Article 8). Special provision shall be made for such continuance as regards all the subjects of the Primary School curriculum, except where, in respect of any subject, it shall be shown to the satisfaction of the Department that the previous training of a Student renders further study therein unnecessary.

Students may attend University classes.

24. Students who upon entering hold the Leaving Certificate or the Junior Student's Certificate, or who have undergone an equivalent course of instruction to the satisfaction of the Department, may—to such extent as does not interfere with their professional training under Article 22—be allowed to attend any University class for which they are qualified as shown by an entry upon their Certificate. They may also, under the same condition, attend University classes in subjects in which no preliminary instruction is given in curricula approved for Junior Students. The instruction and training of such Students must be arranged on the basis of a well-defined three years' curriculum (Article 18), of which the University classes to be taken shall constitute an integral part.

Students may attend School of Art, Technical College, etc.

Subject to the conditions just specified for attendance at University classes, Students may attend classes in a School of Art, if they have received an entry for Drawing; or in a Technical College or an Agricultural College, if they have received an entry for Science.

Professional training for Certificated Teachers and Graduates.

25. Certificated teachers and graduates (Article 15 (*d*) and (*e*)) shall be obliged to attend only an approved course of professional training, extending over at least one year.

Lodging and supervision of Students.

26. It shall be the duty of each body of Training Authorities to see that the Students under their charge are suitably lodged in approved Hostels or otherwise, and to provide for their due supervision as regards conduct.

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Hostels.

27. A Hostel is a place of residence for Students. A Hostel must be under the direct management of some body of suitable persons approved by a Provincial Committee. No Hostel shall be conducted for private profit. The managers of a Hostel may fix such fees for the reception of Students, and may make such conditions as to residence (including attendance at religious service or instruction) as they may see fit. The Committee, in approving a Hostel for the reception of Students under their charge, may lay down conditions as to the limit of fee to be charged, the sufficiency of the dietary and of the sleeping accommodation, and the provision of common rooms and of places for study. The complete accounts of the Hostel shall be submitted annually to the Committee, who, if they are satisfied that the expenditure is reasonable, and that the limit of fee has been observed, may make a contribution from their own funds in aid of any deficiency shown by the accounts.

Fees for reception of Students. Conditions as to residence.

Accounts to be submitted to Committee.

Power of Committee to require residence in hostels or in registered lodgings.

28. No Student shall, as a condition of being accepted, be required to reside in, or give attendance at, any particular Hostel, but it shall be in the power of the Committee to require that every Student who is not residing with parents or other near relatives shall reside in one or other of the approved Hostels, or in lodgings registered by the Committee after inspection as suitable for Students.

Satisfactory report a condition of issue of Certificates.

29. The receipt of a satisfactory report by the Committee, in terms of Article 12, from the Principal or Warden of a Hostel or from the Director of Studies or other person or persons charged with the duty of supervision of Students shall be a condition precedent to the issue of any Certificate on completion of the course.

Fees. Training Authorities may remit fees and give bursaries or allowances.

30. Training Authorities shall charge a suitable fee for the whole course of instruction or for each year of the course, but they may, on good cause being shown, remit the fee (in whole or in part) in the case of individual Students. They may further make payment to individual Students of such bursaries or maintenance allowances as after due enquiry they may deem necessary.

Conditions attached to remission of fees, &c.

31. Every Student who is granted remission of fees or a bursary or maintenance allowance shall be taken bound to serve, for not less than two years, in schools eligible for grants under the Code. The precise term of

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such service will be specified by Training Authorities in each individual case, regard being had to the amount of the allowance granted. Every such Student shall also give adequate surety for the repayment of the advances made, in the event of non-fulfilment of the undertaking within a specified time, except for reasons approved by the Training Authorities as satisfactory.

Independent fee-paying students not bound as to future employment.

32. Students who pay fees in full and receive no bursary or maintenance allowance will upon satisfactory completion of the prescribed course of study receive Certificates of qualification (Article 33), but they will not be bound in any way as regards their future employment.

Chapter IV.

CERTIFICATION OF TEACHERS.

Conditions of issue of Certificates.

33. Students who have completed an approved course to the satisfaction of the Department and have fulfilled the conditions of Article 29 will receive a General Certificate from the Provincial Committee, or from the Managers of the Training College, under whose direction they have been trained.

General Certificates to be of one class and to indicate proficiency.

34. General Certificates shall be of one class, but shall state the degree of proficiency of the Student in each principal subject of the course as that proficiency may have been determined by the responsible Lecturers, in co-operation with the Chief Inspector of Training Colleges. But where such religious instruction as is included in the course has been given by an authority other than the Training Authorities, the relative mark to be entered shall be determined solely by such authority.

Mark for subjects omitted from Training College course.

35. When any necessary subject of general education has been omitted from a Student's Full Training course on the ground of adequate proficiency on entering, his mark for that subject shall be assigned on the basis of his Junior Student's Certificate, or of other sufficient evidence of attainment on entering.

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Mark for subjects taken at a University, School of Art, &c.

36. Any mark entered in respect of a subject studied in a University class, in a School of Art, Technical College, or other institution at which attendance has been authorised in terms of Article 24, shall be determined as in Article 34.

Singing, Drawing, Woodwork, Physical Exercises, and Needlework.

37. The following special Regulations shall obtain with respect to Singing, Drawing, Woodwork, Physical Exercises, and, in the case of girls, Needlework :—

(*a*) Applicants for General Certificates must have undergone a sufficient discipline therein during their course as Junior Students, or during any school course or courses accepted in lieu thereof.* But the relative mark of proficiency shall not be essential to recognition as a Certificated Teacher.

(*b*) In so far, however, as the subjects in question may, either now or at any future time, be compulsory in Primary Schools, no staff will, in normal circumstances, be held sufficient which does not contain an adequate proportion of teachers whose qualifications to teach the compulsory subject (or subjects) are attested either by satisfactory marks of proficiency recorded on General Certificates, or by Special Certificates issued in terms of Articles 47 and 48.

Status conferred by General Certificate.

38. Provided that the holder has in the first place satisfied the Department as to age and physical capacity in the manner prescribed by the School Teachers Superannuation Rules (Scotland), a General Certificate will confer the status of Certificated Teacher for the purposes of the Code. Recognition as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act, 1898 will date from the 1st August following the completion of the course of training. Subject to the limitations stated in Article 37 (*b*) a general Certificate will also be recognised as evidence of qualification to teach Primary School subjects in any school under the Code, or in any Intermediate or Secondary School under the inspection of the Department.

Special instruction to equip Students for Supplementary Course work.

39. Training Authorities shall also provide instruction specially calculated to equip a Student for conducting Supplementary Courses as outlined in the Sixth Schedule of the Code for Day Schools in Scotland. Students

* In the case of Drawing or Singing, exemption may be obtained on production of a certificate of natural incapacity, granted after sufficient trial.

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who successfully complete a course of such instruction shall be entitled to receive upon their Certificates an endorsement of special fitness to have charge of the relative Supplementary Course.

Institutions in connection with which such courses may be established.

40. Such courses of instruction shall be established in connection with an Agricultural College, a School of Domestic Economy, or a Technical College, according to the nature of the relative Supplementary Course. In the absence of provision for suitable instruction in such institutions, or for other reasons approved by the Department, they may be provided by a Provincial Committee or in direct connection with a Training College.

Attendance voluntary.

41. Attendance at such courses on the part of individual Students shall be voluntary, but the Department may at any time require as a condition of grant for a Supplementary Course that the teacher in charge shall have on his Certificate the endorsement specified in Article 39.

Chapter V.

TEACHERS OF HIGHER SUBJECTS.

Teachers of Higher Subjects in Intermediate and Secondary Schools.

42. Persons who at the date of these Regulations may be actually serving in recognised positions in Intermediate and Secondary Schools under the inspection of the Department will at once take rank as specially qualified teachers of the relative subjects in terms of the following Articles.* But, except with regard to such persons, the Department may at any time require, as a condition of efficiency, that any or every teacher appointed to the staff of such schools shall produce evidence of having been properly trained with reference to the particular subject he is to teach.

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* Up to July 31st, 1909, a similar privilege will be accorded to all who have given at least a year's satisfactory service in such positions, provided an application to that effect be forwarded through a Provincial Committee, accompanied by a recommendation from the Committee that the application be granted.

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Requirements for recognition.

43. Applicants for recognition as specially qualified teachers of the undermentioned Subjects in Intermediate and Secondary Schools may or may not be holders of the General Certificate. Subject to professional training and probation (Articles 44 and 52), and subject also to the right of a Provincial Committee to recommend exceptions in individual cases, the following are the requirements which will be necessary for such recognition :—

English.

(*a*) In the case of English the applicant must either (i) hold the degree of an approved University with Honours in English; or, (ii) having taken an ordinary degree, produce Certificates showing that, during his University course, he has given attendance at the Ordinary and the Honours Classes of English Literature, and at the Ordinary Class of History, and has displayed in the work of each of these such proficiency as may, in the opinion of the Professor or Lecturer, be reasonably required from one who is to teach English in Intermediate and Secondary Schools. In addition, whether applying under (i) or under (ii), he must produce a similar Certificate of satisfactory attendance and work in connection with an ordinary course in Geography, extending over one session.†

A Foreign Language.

(*b*) In the case of any Modern Language other than English, he must, after obtaining the relative Higher Grade pass at the Leaving Certificate Examination, attend University Classes in the language chosen during at least two sessions, one of which must be spent in an Honours Class, and must obtain a satisfactory report on his work from the Professor or Lecturer as in (*a*). He must also submit to such further test (oral or other) of knowledge

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* Or, alternatively, such University course as the Provincial Committee may, with the sanction of the Department, approve as equivalent to an ordinary degree.

† Where no Ordinary University Course of Geography is available, the Provincial Committee shall establish or shall recognise an Ordinary Course of Geography outside the University, and where no Higher or Honours University Course of Geography is available, the Provincial Committee may, if they see fit, establish or recognise a Higher Course of Geography outside the University.

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of the language as the Department may impose, and must—either before or after attending the University Classes specified above—spend a year of study, under conditions approved by the Department, in some country in which the language in question is spoken.* Such year of study may form part of a curriculum approved for Students in Full Training (Article 18). If the applicant does not hold the ordinary degree of an approved University, he must produce evidence of having undergone such course of University culture as, taken along with his year of study abroad, the Provincial Committee may, with the sanction of the Department, approve as equivalent to an ordinary degree.

(*c*) In the case of Latin and Greek, he must hold the degree of an approved University (see Article 15) with Honours in Classics. Latin and Greek.

(*d*) In the case of Mathematics, he must hold a similar degree with Honours in Mathematics and Natural Philosophy, or a degree in Pure or Applied Science, the standard for which in Mathematics and Natural Philosophy shall have been accepted by the Department as sufficient, and he must also have undergone an adequate discipline in the methods of Experimental Science, testified to by a pass in Science at the Leaving Certificate Examination, or by other evidence satisfactory to the Department. Mathematics.

(*e*) In the case of Science, he must hold a similar degree in Pure Science (Physical or Natural), and must also have undergone an adequate discipline in the methods of Experimental Science, testified to as in (*d*). Science.

(*f*) To meet the case of Schools which may require specially qualified Teachers of History or of Geography, recognition of special qualification will be granted:— History and Geography.

(i) For History, if the applicant holds the degree of an approved University with Honours in History; or, alternatively,

* Until further notice the requirement as to residence abroad will not be strictly enforced. Recognition under the Memorandum of 1st January, 1907 (*see* Appendix No. IV.), will be accepted in lieu thereof.

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if, being qualified for recognition in English, he has also attended an Honours Course of History, extending over one session, and can produce a satisfactory report on his work as in (*a*).

(ii) For Geography, if the applicant, being qualified under any of the preceding sections or under subsection (i) of this section, has attended a Higher Course of Geography, extending over one session and has obtained a satisfactory report on his work, as in (*a*).

Training in teaching higher subjects.

44. Applicants for recognition in terms of this Chapter, if they be not already holders of the General Certificate, must have undergone an approved course of professional training, theoretical and practical, extending over such period as the Provincial Committee may propose and the Department may sanction. This course must include adequate instruction and practice in the methods of teaching the particular subject, or subjects, for which recognition is asked. In all cases, applicants during the period of practical training must also receive instruction as to the organisation and management of Intermediate and Secondary Schools in general, and they will be expected to make themselves acquainted with the actual working of schools of this class in connection with the Training Centre to which they are attached.

Training in organisation and management.

Endorsement on General Certificate.

45. The holder of a General Certificate, provided he fulfils the requirements set forth in Article 43, and provided his course of professional training has included training and instruction as described in Article 44, may receive an endorsement of qualification to teach any of the higher subjects enumerated above. Such endorsement may be obtained either on completion of the period of Full Training (Chapter III.), or at any subsequent time on fulfilment of the required conditions.*

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* Where, in any individual case, it can be shown to the satisfaction of the Provincial Committee that a holder of the General Certificate has been debarred through special causes from fulfilling the precise requirements specified in Article 43, an endorsement may be granted on the production of other evidence of corresponding attainment, together with evidence of sufficient skill in teaching the higher subject in question, provided such evidence is approved as satisfactory by the Department.

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46. Persons other than holders of a General Certificate may, with the approval of the Provincial Committee, omit from their course of professional training (Article 44) practice in teaching all or certain of the Primary subjects, but no Certificate granted in these circumstances will carry with it a qualification as teacher of Primary Schools, nor will the holder be reckoned as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act.

Recognition as teachers of higher subjects only in Intermediate and Secondary Schools.

Chapter VI.

TEACHERS OF SPECIAL SUBJECTS.

47. Persons who at the date of these Regulations may be actually serving as recognised teachers of certain special subjects (cf. Art. 37 (*b*)), will at once take rank as recognised teachers of these subjects in terms of this Article. But, except with regard to such persons, the Department may at any time require, as a condition of recognition, that any or every such teacher shall produce evidence of having been properly trained, with particular reference to the subject he is to teach. Special certificates of qualification as teachers of these subjects will be granted by the Department to the holders of Diplomas recognised by the Department for the purpose*, provided that the holder of the Diploma

Qualification as teacher of a special subject.

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* The Diplomas which will be made the basis of a special qualification are as follows:—

(*a*) The Diploma of a Central School of Art—for a special qualification to teach Drawing:

(*b*) The Diploma of a Central Technical College or Institute—for a special qualification to teach any branch of applied Science or Technical Industry to which the Diploma is relative:

(*c*) The Diploma of a College of Agriculture—for a special qualification to teach Agriculture or Horticulture:

(*d*) The Diploma of a Commercial College—for a special qualification to teach any Commercial subject to which the Diploma is relative:

(*e*) The Diploma of a School of Domestic Economy—for a special qualification to teach Housewifery or any branch thereof:

(*f*) The Diploma of a Physical Training College—for a special qualification to conduct Physical Exercises and School Gymnastics:

(*g*) Sufficient attendance at a recognised course of instruction and satisfactory proof of craftsmanship—for a special qualification to give instruction in woodwork, iron work, or other recognised manual occupation for schools.

N.B.—Similar conditions as regards the qualification of Teachers of Music in schools are under consideration.

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has in each case reached a certain standard of general education, satisfactory to the Department, before entering upon his Diploma course, and has successfully completed such part of the general course of professional training for teachers (Articles 19 and 22) as may be prescribed.

Limitation of recognition conferred by Special Certificates.

48. Such Special Certificates will not confer recognition as a Certificated Teacher for the purposes of the Elementary School Teachers (Superannuation) Act, nor will they be accepted as a qualification for employment on the general staff of any school of any grade. But they may be held along with the General Certificate (Article 33), and a holder may at any time qualify for the award of a General Certificate on completing the prescribed conditions.

Chapter VII.

FINAL CERTIFICATION.

Certificated teachers on probation.

49. Teachers who hold the General Certificate shall be regarded as being on probation for not less than two complete years of actual service in schools. The principal teacher of each school in which a teacher on probation is engaged (if the probationer be not himself the only or the principal teacher) shall forward to H.M. Inspector of the district, at the completion of each year of the probationer's service (or on his leaving the school if the service has not been continued for a year), a report upon the manner in which he has discharged his duties and upon his fitness for continued recognition.

Issue of permanent Certificate.

50. The Inspector, upon consideration of such reports (if any), and after such investigations as he may deem it necessary to make, may recommend the issue of a permanent ('Parchment') Certificate upon the completion of the probationary period of two years. He may also recommend the extension of the probationary period for another year, or the withdrawal of recognition; but in the latter case his recommendation shall not be acted upon till it has been confirmed by a Chief Inspector after special enquiry.

Endorsement for Infant Mistresses.

51. Women may receive upon their Certificates an endorsement of special qualification to act as Infant Mistresses, provided they serve for two complete years (not

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necessarily during the probationary period) in a recognized Infant Department, and obtain from the Inspector of the district a recommendation based upon reports of the principal teacher of that Infant Department, in the manner specified in Articles 49 and 50.

Probation for Higher Subjects.

52. Persons who desire to obtain recognition of special qualification to teach Higher Subjects in Intermediate and Secondary Schools (Article 42) must obtain a satisfactory report as in Article 49 after teaching for one year in such a school the subject for which recognition is desired. In the case of holders of the General Certificate, this condition may be satisfied by service in an Intermediate or Secondary School during the period of probation. In the case of the receipt of an unsatisfactory report, it shall be within the power of the Department to require a second year of probation. Should the second report be still unfavourable, it shall be within the power of the Department to refuse recognition, if the unfavourable report be confirmed after enquiry by the Chief Inspector or other person appointed to that end by the Department.

Probation for Special Subjects

53. Persons who desire to obtain recognition under Articles 47 and 48 must serve one year as probationary teachers of the subject for which they desire recognition, and must obtain satisfactory reports as in Articles 49 and 52, in so far as these Articles apply.

Permanence of 'Parchment' Certificate.

54. The 'Parchment' Certificate granted to holders of the General Certificate (Article 33) on the completion of the required period of probation will be regarded as a permanent Certificate. It will not be withdrawn or suspended, except on grounds of misconduct, till the holder reaches the age of 65. It then lapses in terms of Section 1 (2) (a) of the Elementary School Teachers (Superannuation) Act, 1898, unless the Certificate is extended by the Department for a further limited period on the ground of special fitness. But as regards Special Certificates (Article 47) the Department, upon the receipt of not less than two unfavourable reports, made at intervals of not less than a year, upon the teacher's work in the relative subject, may require further attendance at a course of instruction or training as a condition of the continuance of the Certificate.

Conditions of continuance of endorsements after unsatisfactory reports

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Chapter VIII.

FURTHER INSTRUCTION OF TEACHERS.

Courses for teachers in actual service.

55. It shall be the duty of Provincial Committees to establish, from time to time and as occasion may require, at suitable centres within their districts, courses for the further instruction of teachers in actual service. These courses may be either in subjects of general education or in the methods of teaching particular subjects. Certificates, testifying to attendance and progress, will be given on the satisfactory completion of any course. An endorsement upon the general Certificate (Article 33) may be granted in respect of work done at such courses when it appears to the Department, upon consideration of the subject and of the duration of the course or courses attended, that such an endorsement is warranted.

Endorsement in respect of work done at such courses.

Chapter IX.

GRANTS.

Junior Students.

Grants payable.

56. Junior Students shall not be registered for grants under any other Code or Minute of the Department, but a grant at the rate of £8 *per annum* may be made under these Regulations in respect of each accepted Junior Student, up to a number not exceeding that for which the centre of instruction has been sanctioned by the Department.

Bursaries or maintenance allowances.

57. Provision of bursaries or maintenance allowances for Junior Students shall be made in the scheme of each Secondary Education Committee for a County or Burgh, and in the case of Burgh Committees* provision shall be made in such form that a definite sum shall be placed at the disposal of the school board for the provision of bursaries or maintenance allowances to students in training at centres under their charge. To enable them to make this provision†, the sum allotted to County and Burgh Committees for Secondary Education under the Department's Minute of 10th June, 1897, shall be increased by a contribution from the General Aid Grant. The proportion of the increased grant accruing to each Com-

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* Including the Secondary Education Committee for the Parish of Govan.

† See second footnote † to Article 3.

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mittee shall be payable on the condition that the Committee's scheme as a whole makes provision satisfactory to the Department, not merely for the payment of allowances to accepted Junior Students, but also of bursaries or allowances to facilitate the attendance at Schools recognised by the Department as providing satisfactory intermediate or secondary education of pupils from each parish within their district who have not yet obtained the Intermediate Certificate, regard being had to the population of the parish, the number of separate schools therein, and the number and character of available bursaries other than those granted by the Committee.*

Students in Full Training.

Sums to be reckoned to the credit of Managers.

58. In an account kept for the purpose by the Department there shall be reckoned to the credit of any Provincial Committee or of the Managers of any Training College in respect of every Student, who, having been trained during two years, completes the prescribed period of probation and becomes qualified to receive a Certificate in terms of Article 50 of these Regulations or Article 51 of the Code of 1906, the sum of £100 (men) and £70 (women). A further sum of £50 (men) and £35 (women) shall be reckoned to the credit of the Committee or College in respect of every Student fulfilling the conditions of the aforesaid Articles who has completed a third year of training or who, being a certificated teacher or a graduate (Article 15 (*d*) and (*e*)), or one of the persons referred to in Article 73 (*c*), has been admitted to and has completed one year of training.

Any sum standing to the credit of a Training College in terms of Articles 86 and 87 of the Code of 1906 shall, for the purposes of this Article, be credited to that College, or to any Provincial Committee to which it may have been transferred, and in like manner each Provincial Committee shall be credited with a sum in respect of the teachers trained by any Local Committee for the training of King's Students which it has replaced, calcu-

* In the case of parishes where the home language of the children is Gaelic, the County Committee, in its nomination of Junior Students, as well as in the provision it may make for assisting the education of pupils who have not yet obtained the Intermediate Certificate shall give special consideration to the claims of those applicants who have a good colloquial knowledge of Gaelic.

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lated in accordance with the provisions of this Article and diminished by the total amount of grants paid to such Local Committee (omitting the grants for the last five years).

Limitation of grant.

59. The difference between the total amount of the sums reckoned to the credit of any body of Training Authorities in respect of Certificates issued on or before the 31st July in any year, and the total amount of the grants paid to such Training Authorities, in respect of the Students under their charge, up to that date (omitting, for the present year, the grants for the last five years), constitutes the limit of the amount of grant under Article 60 which may be paid to that body of Training Authorities in the succeeding year. The sums specified in Article 58 are taken solely for the purpose of determining this limit of grant, and do not represent in any sense sums due to Training Authorities.

But, if the grant as calculated in terms of Article 60 exceeds the sum standing to the credit of the Training Authorities and if the number of Students in training is greater than the corresponding number six years previously, then the excess of the grant over the limit laid down in this Article may be allowed to an extent not exceeding the maximum sum payable in terms of Article 60 in respect of such increased number of Students.

Grants to be paid.

60. Subject to the limitation stated in Article 59, there shall be paid to Training Authorities in respect of every Student under their charge who, whether in receipt of a bursary or maintenance allowance or not, has signed a declaration signifying that he intends *bona fide* to adopt and follow the profession of teacher in schools which are eligible for annual grants under the Day School Code or in such other schools providing mainly a primary education as may be recognised by the Department for the purpose, and who has been in continuous training throughout the year,* the sum of £35 (men) and £30 (women).

This sum may be increased by £15 (men) and £5 (women) in respect of any Student resident in a residential College or in an approved Hostel.

It may be further increased by the sum of £3 *per* Student in respect of adequate provision for the instruction of the Students in Science.

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* In the case of Students enrolled in or before 1905 who leave at the end of their third Winter Session a reduced grant may be paid.

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Except as provided for in Article 63 in the case of the Provincial Committees, the sum of the foregoing grants to any Training Authority may be reduced by its excess over the approved expenditure of the said Training Authority in the year in respect of which the grants are made.

Estimate of expenditure to be submitted.

61. Training Authorities shall submit, at the beginning of the Training session, an estimate of their expenditure for the ensuing year in such form as the Department may prescribe, and also a list of the Students enrolled for training throughout the year, and, on these being approved, instalments of the grants specified in Article 60 may be paid to Training Authorities at such times and in such manner as may be determined. The balance of the grant will be adjusted as soon as the accounts for the year ending 31st July have been closed and audited, and a certified Abstract thereof has been submitted to and approved by the Department.

Instalments of grant.

Adjustment of balances.

Form of Accounts.

62. The Abstract of Accounts referred to in Article 61 shall be prepared in such form as the Department may prescribe, and shall distinguish between expenditure incurred for the instruction and training of the Students and expenditure in respect of bursaries or maintenance allowances to the Students on account of residence in Hostels or otherwise. It shall also show the income from fees paid by the Students.

Disposal of surplus.

63. Any surplus shown by the accounts of the Provincial Committees shall be held by the Committees to be applied by them towards the improvement of the means of training within their district, in accordance with proposals approved by the Department, and any deficit in the accounts of the said Committees arising from expenditure approved by the Department shall be made good by a contribution from the General Aid Grant.

Deficit to be met from General Aid Grant.

Payments to School Managers.

64. Payments to managers of schools in respect of facilities afforded by them for the training of the Students and their practice in teaching may be included in the accounts of a Provincial Committee to an amount not exceeding £2 *per* Student.

Students abroad—Allowances and fees.

65. Allowances to Students residing abroad and payments of fees on their account may be included in the accounts of the Provincial Committees to an amount approved by the Department in the case of each individual Student.

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Further Instruction of Teachers.

Grants for courses for teachers in actual service.

66. Separate accounts shall be kept by the Provincial Committees of the expenditure incurred by them, with the sanction of the Department, in maintaining, at convenient centres within their provinces, classes for the further instruction of teachers in actual service in schools, or in assisting individual teachers to pursue their studies abroad. The expenditure so incurred shall be met, as regards three-fourths, by a special grant for that purpose, and as regards the remainder by contributions from the General Aid Grant in so far as balances in the hands of Committees under Article 63 may not be available.

Chapter X.

TEMPORARY PROVISIONS.

Pupil Teachers.

67. In the year 1907, and until further notice, pupil teachers may be engaged to serve under the terms and conditions specified in the Code of 1906, with the modifications stated in the following Articles.

As part of school staff.

68. Pupil Teachers admitted from 1st July, 1907, or prior to that date, may continue to serve in terms of their engagement, and to be reckoned as part of the School Staff, for the purposes of Article 32 of the Code, until the completion of their engagement.

Managers must provide adequate instruction for Pupil Teachers.

69 (*a*). Managers proposing to engage pupil teachers must satisfy the Department, in the first place, that they are in a position to provide in the school in which the pupil teacher is engaged, or by agreement with the Managers of another school, instruction of the kind specified in the following paragraph up to the standard of the Intermediate Certificate.

Scope of their curriculum.

(*b*). Managers must submit for the approval of the Department a curriculum of suitable instruction in the following subjects:—English, History and Geography, Mathematics (including Arithmetic), one language other than English, Elementary Science, and Drawing.*

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* The omission of any of the specified subjects will not be approved, except under circumstances of an exceptional kind, and where good cause can be shown.

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(*c*). The Memorandum of Agreement* must provide that the Pupil Teacher shall not be employed in the work of instructing any of the classes of the school for an average of more than 12½ hours a week. Hours of employment.

(*d*). Candidates for engagement must not be less than 14 years of age, and must have satisfied the Inspector as to their proficiency in the subjects of the elementary school curriculum, in terms of Article 29 I. of the Code. The engagement of the pupil teacher may be for any term of years, being not less than two years or more than four years. Age and qualifications.

(*e*). Pupil Teachers must, with a view to the award of the Intermediate Certificate, be presented in their second year at the Leaving Certificate Examination in all the subjects of their approved curriculum; and must also be presented to H.M. Inspector for oral examination in such subjects as may be deemed necessary. Presentation for Intermediate Certificate.

(*f*). Pupil Teachers who fail to obtain the Intermediate Certificate in their second year may, with the sanction of the Department, continue to serve in terms of their engagement, and be presented at the Leaving Certificate Examination in their third year. A second opportunity.

(*g*). Pupil Teachers who obtain the Intermediate Certificate in their second or third year will be eligible for nomination as Junior Students in terms of Article 3, and may have their engagement cancelled.† Successful Candidates may be nominated as Junior Students.

(*h*). Pupil Teachers who fail to obtain the Intermediate Certificate at the end of their third year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department. Consequence of failure.

(*i*). Pupil Teachers who have obtained the Intermediate Certificate may, if they have not been nominated as Junior Students, or do not accept such nomination, continue to serve as Pupil Teachers for the rest of their engagement, receiving instruction according to an approved curriculum, to the satisfaction of H.M. Pupil Teachers completing engagement.

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* See Appendix No. V.

† On the recommendation of the Inspector, the same privilege may be accorded to Pupil Teachers who, at the end of their third year, not being eligible for Intermediate Certificates owing to the restricted character of their curriculum (see footnote on preceding page), or for other good reason, have nevertheless satisfied the Inspector that they are capable of entering with profit on the work of a Junior Student Course.

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Inspector. At the end of their engagement they are perfectly free in the choice of employment, but Pupil Teachers admitted in or before 1906 who complete their engagement to the satisfaction of H.M. Inspector will be eligible for admission as Senior Students. The eligibility for admission as Senior Students of Pupil Teachers admitted after 1906 will, unless they have been admitted as Junior Students in terms of sub-section (*g*) of this Article, be subject to the conditions of Article 15 (*b*).

[*Note.*—Pupil Teachers who completed the third or fourth year of their engagement in 1906 must (if they have not already passed the King's Scholarship Examination or qualified for exemption therefrom) take the King's Scholarship Examination in December, 1907, or December, 1908; or qualify for exemption therefrom in terms of Article 70 (*d*) 6 of the Code of 1906.

The Department will, in special circumstances, be prepared to consider any application which may be made by school managers for individual Pupil Teachers who completed the first or second year of their engagement in 1906, to complete their engagement in terms of the preceding paragraph.

The King's Scholarship Examination will be discontinued after the examination held in December, 1908].

Grants for Pupil Teachers.

70 (*a*). Grants in respect of Pupil Teachers may be made as follows:—

(1). In respect of Pupil Teachers admitted as from 1st July, 1907, and subsequently, at the rate of £2 10s. for each completed year of service.

(2). In respect of Pupil Teachers admitted from or before 1st July, 1906, at the rates specified in Article 19 E of the Code of 1906, provided that, for the purpose of grant, the satisfactory completion of the engagement in terms of Article 69 (i) shall be held to be equivalent to the passing of the King's Scholarship Examination in the first class.

Registration of attendances for Grant under the Code.

(*b*). Attendances of Pupil Teachers at Higher Grade Schools may be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming grants under Article 21 or Chapter IX. of the Code.

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71. The following regulations will apply to the recognition of Assistant Teachers (Article 79 of the Code of 1906) and of Provisionally Certificated Teachers (Article 60 of the Code of 1906) :— Assistant Teachers (Article 79 of the Code of 1906) and Provisionally Certificated Teachers (Article 60 of the Code of 1906).

(*a*) Persons who obtained recognition as Assistant Teachers and were actually serving as such in State-aided Schools in Scotland before 31st December, 1895, may continue to be so recognised.

(*b*) Persons who have obtained (or obtain) recognition as Assistant Teachers or as provisionally Certificated Teachers after the 31st December, 1895, may continue to be so recognised until 31st December, 1914.

(*c*) After 31st July, 1908, no persons (beyond those already recognised) will receive recognition as Assistant Teachers or as Provisionally Certificated Teachers except Pupil Teachers admitted in or before 1906, who satisfactorily complete their engagement subsequently to that date, and those who are successful at the King's Scholarship Examination in 1908.

(*d*) After 31st December, 1914, no Uncertificated Teacher will be recognised as part of the staff of any School for the purposes of Article 32 of the Code with the exception of :—

(1) Any persons who were recognised as Assistant Teachers (Article 79 of the Code of 1906) and were actually serving as such in State-aided Schools in Scotland in or before the year 1895, and,

(2) Junior Students provisionally recognised as Assistant Teachers under Article 75 of these Regulations.

72. The following Regulations apply to the Certificate Examination* for Acting Teachers :— Certificate Examination for Acting Teachers

(*a*) Candidates are no longer required to pass two examinations. One set of papers only will be set, the general standard of which will be that of second year's papers in former years.

(*b*) The examination will be open to candidates who are upwards of twenty years of age on the 1st October following the date of the examination, and have *either*—

* Due notice will be given of the discontinuance of this Examination.

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(1) Been employed for not less than one year as Provisionally Certificated Teachers (Article 60 of the Code of 1906), *or*—

(2) Served as Assistant Teachers (Article 79 of the Code of 1906) for at least twelve months in day schools approved by the Department, under Certificated Teachers, and obtained a favourable report from an Inspector on their skill in teaching, *or*—

(3) Passed the examination in first year's papers at the Certificate Examination in or before 1906.

(*c*) The special conditions contained in Articles 47 II. (*c*) and 48 (*a*) and (*b*) of the Code of 1906 shall apply to those candidates only who graduated in or before the year 1906.

(*d*) No candidates will be recognised as Certificated Teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

(*e*) Successful candidates will be recognised as Certificated Teachers from the first day of the month succeeding the date of the examination, and, upon the fulfilment of the conditions as to probation laid down in Articles 49 and 50 of these Regulations, will be awarded certificates, which will be of one class only and will be held subject to the provisions of Article 54 of these Regulations.

(*f*) Candidates who fail to obtain the certificate may, nevertheless, if their performance at the examination warrants such a course, be recognised by the Department as having obtained the equivalent, for the purposes of Article 73 (c) of these Regulations, of a pass in first year's papers.

(*g*) The examination in 1907 will be held at such centres as may be necessary, on Tuesday, 2nd July, and following days. The Regulations and Syllabus may be had by candidates, or School Managers, on application to the Department.

(*h*) The names of all candidates must be notified to the Department by the Managers of the schools in which they are serving (or in which they last served) before the 1st of May.

NOTE.—This rule (*h*) will be strictly enforced.

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73. Subject in every case to the fulfilment of the condition laid down in Article 16 of these Regulations, the following rules will apply to the admission, as Students in Full Training, of certain persons who might not otherwise be eligible in terms of Article 15. Admission of Assistant Teachers and others as students in full training.

(*a*) *In the years* 1906 *and* 1907 any person who fulfils the conditions for admission as a King's Scholar or as a King's Student laid down in Articles 95 and 96 of the Code of 1906 may be admitted as a Student in Full Training.

(*b*) *In any year up to and including* 1914 there may be admitted as Students in Full Training :—

1. Pupil Teachers who have passed the King's Scholarship Examination (1st, 2nd or 3rd Class), or who have obtained exemption therefrom in terms of Article 70 (*d*) 6 of the Code of 1906.

2. Persons other than Pupil Teachers who have passed the King's Scholarship Examination in the 1st or 2nd Class at the Examination held in 1906 or any previous year.

3. Pupil Teachers admitted in or before 1906 who have satisfactorily completed their engagements in terms of Article 69 (*i*) of these Regulations.

4. Persons who have served in State-aided schools in Scotland for not less than twelve months as Assistant Teachers (Article 79 of the Code of 1906) or as Provisionally Certificated Teachers (Article 60 of the Code of 1906).

(*c*) In the case of any candidate for admission as a Student in Full Training who has previously passed in first year's papers at the Certificate Examination for Acting Teachers, or who has been recognised in terms of Article 72 (*f*) of these Regulations, the normal period of training may, at the discretion of the Training Authorities, be shortened by not more than one year.

74. Persons who subject to probation have qualified at the Certificate Examination for Acting Teachers for the award of a Certificate will be regarded as Certificated Teachers for the purpose of the Code and may obtain an endorsement as Trained Certificated Teachers by undergoing a course of Training for Status of persons who have passed the Certificate Examination.

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one year (Article 17). They are also eligible for the endorsements on their Certificates specified in Articles 45 and 51 of these Regulations on fulfilment of the prescribed conditions.

Junior Students may be provisionally recognised as Assistant Teachers.

75. Until such date as the Department may determine, Junior Students who have successfully completed their course (Article 9), and who can produce testimony of exceptional aptitude for teaching, may apply to be provisionally recognised for service as Uncertificated Assistant Teachers. But provisional recognition granted on such application shall in no case be continued for more than two years.

For purposes of school staff (Article 32 (*c*) 2 of the Code) such Uncertificated Assistant Teachers will be recognised for 45 scholars.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committtee of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
9th March, 1907.

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APPENDIXES.

I.—SHOWING SEPARATELY (for 1907) ALL ARTICLES MODIFIED, AND ALL NEW ARTICLES.

II.—CIRCULAR LETTER stating conditions under which Intermediate Certificates are issued.

III.—MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers.

IV.—MEMORANDUM as to the Examination of Candidates for recognition as qualified teachers of Modern Languages.

V.—FORM OF MEMORANDUM OF AGREEMENT FOR PUPIL TEACHERS.

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APPENDIX No. I. - - - -

SHOWING separately (for 1907) all ARTICLES

Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

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30. * * * the fee in case * * *

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32. * * * Certificates of qualification *as Certificated Teachers*, but they

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42. Footnote*
Up to July 31st, *1908*, a similar * * *

43.(b.) Footnote*
* * * Memorandum of *8th February, 1904* (see Appendix No. *III.*), will * * *

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57. * * * but also, *whether by means* of bursaries or *otherwise, for the preliminary instruction of intending Junior Students* from each parish *of* their district, regard being had * * *

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57. (Last line.) Footnote *
* * * education of *intending Junior Students* shall give * * *

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modified and all NEW ARTICLES.

New, or modified, Articles in the Regulations of 1907.

3. (Line 12.) Footnote † [New].
See also footnote to Article 69 (g).

3 (Last line.) Footnote † [New].
The nomination of Junior Students under this Article and the granting of allowances under Article 57 shall be made by the authority (County Committee or Burgh Committee or School Board, as the case may be) of the district in which the parents or guardians of the candidates reside.

30. * the fee (*in whole or in part*) in the case * * *

32. * * Certificates of qualification (*Article 33*), but they * * *

42. Footnote*
Up to July 31st, *1909*, a similar * * *

43.(b.) Footnote*
* * * Memorandum of *1st January, 1907* (see Appendix No. *IV.*) will * * *

57. * * * but also of bursaries or *allowances to facilitate the attendance at Schools recognised by the Department as providing satisfactory intermediate or secondary education of pupils* from each parish *within* their district *who have not yet obtained the Intermediate Certificate*, regard being had * * *

57. Footnote † [New].
See second † footnote to Article 3.

57. (Last line.) Footnote *
* * * education of *pupils who have not yet obtained the Intermediate Certificate* shall give * * *

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Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

58. (Second paragraph.)
* * * such Local Committee.

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59. * * * up to that date, constitutes the limit * * *

Articles 67 to 70.—Temporary Provisions.

67. *In the year 1906 Candidates may be admitted either as Junior Students after nomination in terms of Article 3 of these Regulations, or as Pupil Teachers in terms of Article 70 of the Code.*

68. *Pupil Teachers admitted from 1st July, 1906, or prior to that date, may continue to serve in terms of their engagement, and to be reckoned as part of the School Staff for the purposes of Article 32 of the Code until the completion of their engagement.**

69. *The following regulations shall apply to Pupil Teachers who complete the 1st or 2nd year of their engagement in 1906, or who are admitted from the 1st July, 1906:—*

* *In administering Article 32 of the Code the Department will make allowances for moderate deficiencies in school staff in cases where it can be shown, to the satisfaction of the Department, that such deficiencies are due to the operation of these Regulations.*

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58. (Second paragraph.)

such Local Committee (*omitting the grants for the last five years*).

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59. * * * up to that date (*omitting, for the present year, the grants for the last five years*) constitutes the limit.* *

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60. [Added].

Except as provided for in Article 63 in the case of the Provincial Committees, the sum of the foregoing grants to any Training Authority may be reduced by its excess over the approved expenditure of the said Training Authority in the year in respect of which the grants are made.

60. Footnote* [New].

In the case of Students enrolled in or before 1905 who leave at the end of their third Winter Session a reduced grant may be paid.

Articles 67 to 70.—Temporary Provisions.

67. *In the year 1907, and until further notice, pupil teachers may be engaged to serve under the terms and conditions specified in the Code of 1906, with the modifications stated in the following Articles.*

68. *Pupil Teachers admitted from 1st July, 1907, or prior to that date, may continue to serve in terms of their engagement, and to be reckoned as part of the School Staff, for the purposes of Article 32 of the Code, until the completion of their engagement.*

69 (a). *Managers proposing to engage pupil teachers must satisfy the Department, in the first place, that they are in a position to provide in the school in which the pupil teacher is engaged, or by agreement with the Managers of another school, instruction of the kind specified in the following paragraph up to the standard of the Intermediate Certificate.*

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(a) *They shall continue their studies on the general lines prescribed for Junior Students in Article 8 of these Regulations, with such modifications as, having regard to the circumstances, may be sanctioned by the Department.*

(b) *The satisfactory completion of their course of training as Pupil Teachers, and their consequent fitness for admission to a Training Centre (see Article 73 (b) (3)) shall be determined, as nearly as may be, in the manner prescribed in the case of Junior Students by Articles 10 to 13 of these Regulations.*

(c) *Upon the satisfactory completion of their engagement they may receive recognition as Assistant Teachers qualified in terms of Article 79 (a) of the Code, or as Provisionally Certificated Teachers in terms of Article 60 of the Code.*

70. *Pupil Teachers who complete the 3rd or 4th year of their engagement in 1906 (if they have not already passed the King's Scholarship Examination or qualified for exemption therefrom) must take the King's Scholarship Examination in December 1906, or December 1907, or qualify for exemption therefrom in terms of Article 70 (d) 6 of the Code.*

The King's Scholarship Examination will be discontinued after the examination held in December, 1907.

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(b). *Managers must submit for the approval of the Department a curriculum of suitable instruction in the following subjects:—English, History and Geography, Mathematics (including Arithmetic), one language other than English, Elementary Science, and Drawing.**

(c). *The Memorandum of Agreement† must provide that the Pupil Teacher shall not be employed in the work of instructing any of the classes of the school for an average of more than 12½ hours a week.*

(d). *Candidates for engagement must not be less than 14 years of age, and must have satisfied the Inspector as to their proficiency in the subjects of the elementary school curriculum, in terms of Article 29 I. of the Code. The engagement of the pupil teacher may be for any term of years, being not less than two years or more than four years.*

(e). *Pupil Teachers must, with a view to the award of the Intermediate Certificate, be presented in their second year at the Leaving Certificate Examination in all the subjects of their approved curriculum; and must also be presented to H.M. Inspector for oral examination in such subjects as may be deemed necessary.*

(f). *Pupil Teachers who fail to obtain the Intermediate Certificate in their second year may, with the sanction of the Department, continue to serve in terms of their engagement, and be presented at the Leaving Certificate Examination in their third year.*

(g). *Pupil Teachers who obtain the Intermediate Certificate in their second or third year will be eligible for nomination as Junior Students in terms of Article 3, and may have their engagement cancelled.‡*

(h). *Pupil Teachers who fail to obtain the Intermediate Certificate at the end of their third year, unless from illness or other sufficient cause attested to the satisfaction of the Department, will no longer be recognised by the Department.*

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* *The omission of any of the specified subjects will not be approved, except under circumstances of an exceptional kind, and where good cause can be shown.*

† *See Appendix No. V.*

‡ *On the recommendation of the Inspector the same privilege may be accorded to Pupil Teachers who, at the end of their third year, not being eligible for Intermediate Certificates owing to the restricted character of their curriculum (see footnote on preceding page) or for other good reason, have nevertheless satisfied the Inspector that they are capable of entering with profit on the work of a Junior Student Course.*

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Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

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(i). *Pupil Teachers who have obtained the Intermediate Certificate may, if they have not been nominated as Junior Students, or do not accept such nomination, continue to serve as Pupil Teachers for the rest of their engagement, receiving instruction according to an approved curriculum, to the satisfaction of H.M. Inspector. At the end of their engagement they are perfectly free in the choice of employment, but Pupil Teachers admitted in or before 1906 who complete their engagement to the satisfaction of H.M. Inspector will be eligible for admission as Senior Students. The eligibility for admission as Senior Students of Pupil Teachers admitted after 1906 will, unless they have been admitted as Junior Students in terms of sub-section* (g) *of this Article, be subject to the conditions of Article 15* (b).

[*Note.—Pupil Teachers who completed the third or fourth year of their engagement in 1906 must (if they have not already passed the King's Scholarship Examination or qualified for exemption therefrom) take the King's Scholarship Examination in December, 1907, or December, 1908; or qualify for exemption therefrom in terms of Article 70* (d) *6 of the Code of 1906.*

The Department will, in special circumstances, be prepared to consider any application which may be made by school managers for individual Pupil Teachers who completed the first or second year of their engagement in 1906, to complete their engagement in terms of the preceding paragraph.

The King's Scholarship Examination will be discontinued after the examination held in December, 1908.]

70 (a). *Grants in respect of Pupil Teachers may be made as follows :—*

(1). *In respect of Pupil Teachers admitted as from 1st July, 1907, and subsequently, at the rate of £2 10s. for each completed year of service.*

(2). *In respect of Pupil Teachers admitted from or before 1st July, 1906, at the rates specified in Article 19E of the Code of 1906, provided that, for the purpose of grant, the satisfactory completion of the engagement in terms of Article 69* (i) *shall be held to be equivalent to the passing of the King's Scholarship Examination in the first class.*

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Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

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71. (*a.*) * * * Assistant Teachers (*Article 79 of the Code*) before 31st December * * *

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71. (*c.*) * * * Pupil Teachers who satisfactorily * * * that date (*see Article 69* (*c.*)).

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72. *After July, 1906, the following Regulations will apply to the Certificate Examination for Acting Teachers:—*

(*a*) *Candidates will no longer be required to pass two examinations. There will be one set of papers only, the general standard of which will be that of the present second year's papers.*

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72. (*b.*) (2.) * * * skill in teaching *and reading*, or * * *

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73. (*b*) (3) Pupil Teachers who have * * * * * Article *69* of these * * *

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New, or modified, Articles in the Regulations of 1907.

70. (*b.*) *Attendances of Pupil Teachers at Higher Grade Schools may be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming grants under Article 21 or Chapter IX. of the Code.*

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71. (*a.*) * * * Assistant Teachers *and were actually serving as such in State-aided Schools in Scotland* before 31st December * * *

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71. (*c.*) * * * Pupil Teachers *admitted in or before 1906* who satisfactorily * * * * * that date, *and those who are successful at the King's Scholarship Examination in 1908.*

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72. *The following Regulations apply to the Certificate Examination for Acting Teachers:—*

(*a*) *Candidates are no longer required to pass two examinations. One set of papers only will be set, the general standard of which will be that of second year's papers in former years.*

---

72. (*b.*) (2) * * * skill in teaching, or * * *

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73. (*b.*) (3) Pupil Teachers *admitted in or before 1906* who have * * Article *69* (*i*) of these * * *

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Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

APPENDIX No. III. MEMORANDUM OF 8th FEBRUARY, 1904.

* * * * * * *

1. *The Department is prepared to consider applications for the recognition as qualified Teachers of Modern Languages of (1) Students in Training Colleges and King's Students, and (2) Certificated Teachers and Assistant Teachers (Article 79) who fulfil the following conditions:—*

2. *Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes, under the conditions laid down in the Department's Circular Letter No. 329, or at courses conducted under Article 91 (d) of the Code (or Classes recognised as equivalent thereto) extending to not less than 60 hours. A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.*

3. *The examination consists of two parts—the Written Examination and the Oral Examination. All candidates for recognition must pass both the written and the oral tests.*

4. *Application for the examination of candidates should be made by the authorities of the Training College or Local Committee, or the Managers of the Course under Article 91 (d) attended by the candidates, and must reach the Department before the 25th March.*

5. *Candidates may be presented for examination in either French or German.*

6. *For the Written Examination the papers set will be in the main the same as for the Higher Grade Examination for Leaving Certificates, but the standard required for a pass will be considerably higher, and it must be understood that, although for convenience the same papers may be used, the Examination does not in any way form part of that for Leaving Certificates.**

7. *The Oral Examination will be conducted, during the course of the Summer Session, at the various Training Colleges and Centres for King's Students, and such other suitable centres as may be found necessary, by Examiners appointed by the Department.*

A high standard * * *

* *Entirely separate papers are now set for this Examination.*

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APPENDIX No. IV.—MEMORANDUM OF 1st JANUARY, 1907.

* * * * * * * *

1. *The Department is prepared to consider applications for the recognition* as qualified Teachers of Modern Languages of (1) Students in Training, and (2) Certificated Teachers and Assistant Teachers (Article 79 of the Code) who fulfil the following conditions :—*

2. *Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes, or at courses, extending to not less than 60 hours, conducted under Article 91 (d) of the Code, or Article 55 of the Regulations for the Training of Teachers (or Classes recognised as equivalent thereto). A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.*

3. *The examination consists of three parts—(1) the Preliminary Oral Test, (2) the Written Examination, and (3) the Oral Examination. In order to obtain recognition, all candidates must satisfy the preliminary oral test, and must subsequently pass both the written and the oral examination.*

4. *Application for the examination of candidates should be made by the authorities of the Training Centre or College, or the Managers of the Course of Instruction attended by the candidates, and must reach the Department before the 1st February.*

5. *Candidates may be presented for examination in either French or German.*

6. *The Preliminary Oral Test will be conducted by the Department's Examiner at the same time as the Oral Examination (see paragraph 8). It is designed to test those candidates who will be presented for the Written and Oral Examinations in the following year, in their knowledge of the spoken language, and a satisfactory appearance at this preliminary test will be made a condition of admission to the subsequent Examinations.*

7. *The Written Examination will be held in the Winter Session immediately before the Easter vacation. The papers set will be of the same general decree of difficulty as those of the Higher Grade Examination for Leaving Certificates, but the standard of performance required for a pass will be considerably higher. The candidates' purpose to become teachers of the language will have an important bearing upon the character of the questions set.*

8. *The Oral Examination will be conducted, during the course of the Summer Session, at the various Training Centres and Colleges and such other suitable centres as may be found necessary, by Examiners appointed by the Department.*

A high standard * * * *

* *Recognition granted in terms of this Memorandum is not to be regarded as equivalent to recognition as a "specially qualified teacher" of Modern Languages under Art. 43 (b) of the Regulations for the Training of Teachers, and is given subject to such regulations as to the teaching staff of Intermediate and Secondary Schools as may hereafter be made (see Art. 42 of the Regulations).*

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Articles in the Regulations of 1906 which are modified in the Regulations of 1907.

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Appendix No. V.

Form of Memorandum of Agreement of Pupil Teachers. [New].

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APPENDIX No. II.

Intermediate Certificates.

Circular Letter **No. 389.**

SCOTCH EDUCATION DEPARTMENT,
24th March, 1906.

Sir,

1. Adverting to Their Lordships' Circular Letter of 16th January, 1902 (No. 340), I am to inform you that my Lords regard the system of Group Certificates therein established as now sufficiently developed to render possible a further step in the direction of placing the **Intermediate Certificate** upon a satisfactory permanent basis.

2. The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16, or, alternatively, of pupils who, although they continue in attendance until 17 or 18, deem it desirable to devote the last two or three years of their school life to some form of more specialized study—literary, scientific, technical, or commercial. The fundamental conditions of issue ought, therefore, to be—that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that, in each subject of the course, the instruction is given by teachers of proved competency. Upon the observance of these principles my Lords now propose to insist.

3. It should, however, be clearly understood that Their Lordships have no desire to impose a rigid uniformity of curriculum. While the recognition of any school as a Higher Grade—or, more generally, an Intermediate—School will *ipso facto* carry with it the right of presenting pupils for the Intermediate Certificate, Their Lordships will give favourable consideration to proposals from other schools, including Secondary Schools, in all cases where the course suggested for approval extends over three years and makes adequate provision for instruction in a sufficiently wide but not heterogeneous range of subjects of Secondary Education.

4. In order to render the transition stage more easy, my Lords will in the meantime regard as 'provisionally approved,' for the purpose of the Intermediate Certificate on its new conditions, all schools that have, in 1905, or in any preceding year, successfully presented candidates for the Intermediate Certificate as described in Circular 340. This provisional approval will extend until the examination of 1907, inclusive, any group of subjects that conforms to the conditions of Circular 340 being accepted as the subjects of a provisionally approved curriculum. In 1908 and following years Intermediate Certificates will not be issued to the pupils of any school other than a Higher Grade School, unless its 'Intermediate Curriculum' shall have been specifically approved by Their Lordships. *

5. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, can now be

* It is the ultimate intention of Their Lordships to make qualification for the Intermediate Certificate a condition precedent to entering upon a course approved for any form of Leaving Certificate. It is, therefore, highly desirable that every Secondary School which aims at putting forward its pupils for the Leaving Certificate should, before the expiry of the stated period, take such steps as may be necessary to secure approval for its 'Intermediate Curriculum.'

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avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil may have passed. The value of such an arrangement has long been recognised by Their Lordships. The idea that underlies it has already taken practical shape in connection with the qualifying examination for admission to Supplementary Courses, and also in connection with the record that is preserved of the work done by students in training for teachers. In both these instances the results have been most encouraging and such as fully to justify my Lords in availing Themselves of the earliest opportunity that has presented itself for formally inviting the teachers of Intermediate and Secondary Schools to assume a proper share of responsibility for the Certificates that are to be awarded to their pupils. In future, no Intermediate Certificate will be granted or withheld without fair consideration of the deliberate judgment of the teachers as to the proficiency of the candidates as shown by their work in school. It hardly needs to be pointed out that, in the first instance, the measures to be taken by Their Lordships must be tentative only. The rate of further advance will necessarily be determined by experience.

6. The line of action just indicated entails certain obvious consequences. All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age will be 15, as at present. The presentation will normally be on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will be taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships would desire to keep before Them is the degree of all-round proficiency that a well-taught pupil of average ability might reasonably be expected to attain, if he applied himself to his studies with ordinary diligence.

7. It will be observed that isolated successes at the Leaving Certificate Examination are henceforward to count for nothing in the matter of the Intermediate Certificate. Their Lordships feel that the time has hardly come when They ought entirely to prohibit presentations in the Lower Grade in single subjects. But They would strongly urge upon Managers the wisdom of doing all in their power to discourage a practice which cannot be defended on educational grounds. In order to make Their own position perfectly clear, my Lords have decided to discontinue altogether the issuing of documents in attestation of Lower Grade passes. As heretofore, the results of the written examination will be communicated to the authorities of the school, and a complete record will be retained in the Department. Should any candidate desire to utilise a success in order to secure exemption from some other examination, it will be necessary for him or her to prefer a request to the Department, whence the information will be forwarded direct to the examining body in question.

I have, &c.

J. STRUTHERS.

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APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers.

MEMORANDUM.

The object which the Secretary for Scotland has in view in establishing Committees for the training of teachers under the provisions of the accompanying Minute, is to enlarge and improve existing facilities for the training of teachers.

In doing so, he desires at the same time to ensure that that training shall be brought into as close connection with the University organizations as the attainments of the students upon entering admit of, and to provide means whereby School Boards and others directly interested in the question of the supply of teachers shall be in a position to secure due consideration for their views.

The Secretary for Scotland recognizes to the full the value of the services rendered to the country by various Church organizations, in the administration of funds for the training of teachers in the case of the existing Training Colleges. The Minute, therefore, makes no change necessary in the position of these Colleges, but it provides a means whereby transference of management to the newly constituted Committees may be easily effected under adequate guarantees for the continuance of the religious instruction at present given in these Colleges.

At Dover House, Whitehall, the 30th day of January, 1905.

BY THE LORDS OF THE COMMITTEE
OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL
ON EDUCATION IN SCOTLAND.

Resolved :—

I. That there shall be established in connection with the Universities of St. Andrews, Glasgow, Aberdeen, and Edinburgh respectively, a Committee for the Training of Teachers, these Committees to be constituted in the manner prescribed in the Schedule to this Minute.

II. Each Committee shall appoint their own Chairman, and fix their own quorum, and may delegate such parts of their duties as they may see fit to Sub-Committees composed of members of their own body with or without added members as may seem to the said Committee to be advisable.

III. Each Committee shall have power to provide, whether in University Classes or otherwise, courses of instruction suitable for the

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training of teachers (including teachers for Secondary Schools). These courses may include, if the Committee so determine, instruction in religious subjects. They shall be held in towns where a University or a part of a University is situated, but the Committee shall also have power to institute, with the consent of the Department, subsidiary courses of training at approved centres in connection with either a Secondary or a Higher Grade School.

IV. Each Committee shall further have power to acquire by purchase, or to secure by lease, suitable premises for the purpose of the aforesaid training, and to provide the necessary apparatus and equipment. A Committee may also establish or may subsidize on such conditions as may be agreed upon, subject to the approval of the Department, one or more hostels for the residence of the students under their charge, and may make such maintenance allowances to individual students as may be deemed necessary. But each student who receives such assistance shall be taken bound to render service in such class of schools and for such periods as may be from time to time prescribed by the said Committee.

V. Each Committee may receive for training upon such terms and conditions as to payment of fees or otherwise as may be deemed expedient by the said Committee any persons who are duly qualified according to the regulations of the Department for the time being.

VI. Each Committee shall have power to appoint officers at suitable salaries either for purposes of instruction or of discipline, and to prescribe courses of studies for the students collectively or for individual students, as well as to make regulations for the proper behaviour and conduct of the students.

VII. It shall be a condition of Parliamentary Grant to any School Board or of a grant under any Minute of the Department to any endowed school that the School Board or the Governors, as the case may be, shall grant to the Committees instituted under this Minute such access to their schools and such facilities for practice in teaching as may be agreed upon or as may, if necessary, be determined by the Department, who shall also determine what payment shall be made for the use of such schools.

VIII. From and after the 31st July, 1905, Grants for the training of King's Students shall cease to be payable to the existing local King's Studentship Committees, but the Committees constituted under this Minute shall come in place of the said local Committees as regards any responsibilities undertaken by the said local Committees towards Students in training, or towards officers employed in their instruction, and for that purpose each of the Committees now constituted shall receive from the corresponding local Committee any balance of funds derived from the Grants of the Department remaining in the hands of the said local Committee at the said date.

IX. In the event of the body of management of any existing Training College or Colleges resolving to demit its powers of management in favour of any of the Committees constituted under this Minute, and to transfer to the said Committee the College premises and equipment, the Committee shall have power to receive the same, and to pay therefor such purchase money or annual rent as may be agreed upon, provided always that no payment shall be made for the purchase or rent of any premises which are held in trust by the said body of management for the purpose of training teachers.

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X. In the event of any such transference, the Committee shall be bound to take over the existing staff of the Training College or Colleges concerned on the terms of their present engagements, but shall be at liberty to dispense with the services of any officer upon giving due notice, provided always that in the event of its being resolved to dispense with the services of any officer who has been employed on the staff of any College for a period of ten years or over, the Committee shall be bound to grant him such pension or retiring allowance as he might reasonably have looked for had he continued in the service of the transferring body of management.

XI. When a Training College so transferred is the property of, or is held in trust by, the representatives of any Church or religious denomination, it shall be a condition of such transference that provision shall be made therein for religious instruction in accordance with the views of the said Church or denomination, to an extent not less than that which is at present customary in the College so transferred, which instruction may either be provided by the accepting Committee or the transferring Church or denomination as may be agreed between them, and further, where the accepting Committee undertake to provide such instruction on their own behalf, it shall be a condition that they also undertake to afford adequate facilities for the periodical inspection of the said instruction by duly accredited representatives of the transferring Church or denomination under conditions to be determined by the Department.

XII. Where a Training College is transferred as set forth in the preceding section, the accepting Committee shall co-opt, as fully privileged members, representatives of the said Church or denomination, as provided in the annexed Schedule.

XIII. Each local Committee shall appoint an executive officer, who, subject to the instructions of the Committee, shall discharge the functions of Director of Studies and who, with such assistance as may be necessary, shall be responsible to the Committee for the due observance of the Committee's regulations as to the conduct of the students.

XIV. The Committee shall receive such grants as may be allowed by the Code in respect of students who fulfil the conditions prescribed by the Code for the receipt of Parliamentary Grants for the training of teachers (Articles 83–99 of the Code). Such further sum as may be required to balance the expenditure approved by the Department shall be provided from the balance of the grant remaining undistributed under Article 3 of Their Lordships' Minute of 25th April, 1904.

XV. Before the 1st October in each year or such other date as the Department may from time to time determine, each Committee shall submit to the Department an estimate of their expenditure, whether capital or other, for the next financial year, and no expenditure shall be incurred by the Committee till that estimate has been approved by the Department, nor shall any expenditure in excess of that estimate be incurred without the previous sanction of the Department.

XVI. So long as this Minute shall remain in force, members appointed or elected to serve on the several Committees under the provisions of the respective divisions of the annexed Schedule shall remain in office until such date as is fixed by the Department for the

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appointment and election of new Committees, provided that new Committees shall, so far as practicable and convenient, be appointed and elected once, and not oftener than once in every three years. Any casual vacancy caused by the death or resignation of any member shall be filled up according to the tenour of the respective divisions of the annexed Schedule by the body or bodies who appoint or elect such member.

XVII. The powers of the Committees under this Minute shall be exercised subject to regulations prescribed by the Department, and laid upon the table of both Houses of Parliament.

XVIII. This Minute shall not come into force till it shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month, and all modifications of the same which may be proposed subsequently shall be submitted to Parliament in like manner.

SCHEDULE TO MINUTE.

St. Andrews.

(1) The Committee for the training of teachers in connection with the University of St. Andrews shall be constituted as follows:—

(2) Four members to be elected by the University Court of the University of St. Andrews, at least three of these to be chosen from among the members of the Senatus of that University, and at least one of the three to be a member of the teaching staff of University College, Dundee.

(3) One member representing the Dundee Technical Institute, to be appointed by the Governors of that institution.

(4) Three members representing the School Board of Dundee to be appointed by the said School Board.

(5) Three members, representing School Boards in the County of Fife* to be elected by the Chairmen of the School Boards in the said county at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Four members, being two members representing School Boards in each of the counties of Perth* and Forfar* to be elected for each county in the manner aforesaid by the Chairmen of School Boards other than the School Board of Dundee.

(7) Two members, being one member representing School Boards in each of the counties of Stirling*, and Kinross and Clackmannan conjointly, to be elected for each county in the manner aforesaid.

(8) Two members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department,

* These counties are also represented on one or more of the Committees connected with other University centres.

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which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code, and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(10) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

Glasgow.

(1) The Committee for the training of teachers in connection with the University of Glasgow shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Glasgow, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Four members, being one member representing each of the following institutions, viz., the Glasgow and West of Scotland Technical College, the Glasgow School of Art, the Athenæum Commercial College, and the West of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Glasgow, to be appointed by the said School Board.

(5) Two members representing the School Board of Govan, to be appointed by the said School Board.

(6) Three members representing School Boards in the county of Lanark to be elected by the Chairmen of the School Boards in the said county, other than the School Boards of Glasgow and Govan, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(7) Eight members, being two members representing School Boards in each of the counties of Ayr, Renfrew, Dumbarton, and Argyle, to be elected for each county in the manner aforesaid.

(8) Eight members, being one member representing School Boards in each of the counties of Kirkcudbright, Wigtown, and Bute, and also of Dumfries*, Stirling*, Perth*, Inverness*, Ross*, to be elected for each county in the manner aforesaid.

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* These counties are also represented on one or more of the Committees connected with other University centres.

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(9) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say, (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Western Division and consisting of one representative from the Managers of each School.

(10) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(11) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(12) His Majesty's Chief Inspector of Schools for the Western Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

ABERDEEN.

(1) The Committee for the training of teachers in connection with the University of Aberdeen shall be constituted as follows :—

(2) Five members to be elected by the University Court of the University of Aberdeen, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Two members, being one member representing each of the following institutions, viz., Robert Gordon's College and the North of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of the Burgh of Aberdeen, to be appointed by the said School Board.

(5) Three members representing School Boards in the county of Aberdeen to be elected by the Chairmen of the School Boards in the said county, other than the School Board of the Burgh of Aberdeen, at a meeting convened for the purpose by His Majesty's Inspector for the District.

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(6) Fourteen members, being two members representing School Boards in each of the counties of Kincardine, Banff, Elgin and Nairn conjointly, Inverness*, Ross*, Sutherland, Caithness to be elected for each county in the manner aforesaid.

(7) Three members, being one member representing School Boards within each of the counties of Forfar*, Orkney and Shetland respectively, to be elected for each county in the manner aforesaid.

(8) One member representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, this member to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Northern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Northern Division shall be the Department's assessor on the Committee, shall receive notice of all Meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

NOTE.—Should it eventually be found expedient to establish a centre of training at Inverness, a separate Committee may be formed of representatives of School Boards in the North Highland Counties with the addition of representatives from two or more of the Universities and from recognised central institutions.

EDINBURGH.

(1) The Committee for the training of teachers in connection with the University of Edinburgh shall be constituted as follows :—

(2) Five members to be elected by the University Court of the University of Edinburgh, at least three of these to be chosen from among the members of the Senatus of the University.

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* These counties are also represented on one or more of the Committees connected with other University centres.

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(3) Two members, being one member representing each of the following institutions, viz., the Heriot-Watt College and the Edinburgh and East of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Edinburgh, to be appointed by the said School Board.

(5) One member representing the School Board of Leith, to be appointed by the said School Board.

(6) Eight members, being two members representing School Boards in each of the counties of Linlithgow, Edinburgh, Roxburgh, and Berwick respectively, to be elected by the Chairmen of the School Boards in each of the said counties, other than the School Boards of Edinburgh and Leith, at meetings convened for the purpose by His Majesty's Inspector for the District within which each of the said counties lies.

(7) Six members, being one member representing School Boards within each of the counties of Haddington, Peebles, Selkirk, and also of Fife*, Dumfries* and Stirling*, respectively, to be elected in the manner aforesaid.

(8) Three members representing the managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of representations made to them by associations of teachers or by other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

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* These counties are also represented on one or more of the Committees connected with other University centres.

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APPENDIX No. IV.

MEMORANDUM OF 1st JANUARY, 1907.

(Referred to in Article 43 (*b*).)

EXAMINATION OF CANDIDATES FOR *RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

1. The Department is prepared to consider applications for the recognition as qualified Teachers of Modern Languages of (1) Students in Training, and (2) Certificated Teachers and Assistant Teachers (Article 79 of the Code) who fulfil the following conditions:—

2. Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes, or at courses, extending to not less than 60 hours, conducted under Article 91 (d) of the Code, or Article 55 of the Regulations for the Training of Teachers (or Classes recognised as equivalent thereto). A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.

3. The examination consists of three parts—(1) the Preliminary Oral Test, (2) the Written Examination, and (3) the Oral Examination. In order to obtain recognition, *all* candidates must satisfy the preliminary oral test, and must subsequently pass both the written and the oral examination.

4. Application for the examination of candidates should be made by the authorities of the Training Centre or College, or the Managers of the Course of Instruction attended by the candidates, and must reach the Department *before the 1st February.*

5. Candidates may be presented for examination in either French or German.

6. The *Preliminary Oral Test* will be conducted by the Department's Examiner at the same time as the Oral Examination (*see* paragraph 8). It is designed to test those candidates who will be presented for the Written and Oral Examinations in the following year, in their knowledge of the spoken language, and a satisfactory appearance at this preliminary test will be made a condition of admission to the subsequent Examinations.

7. The *Written Examination* will be held in the Winter Session immediately before the Easter vacation. The papers set will be of the same general degree of difficulty as those of the Higher Grade Examination for Leaving Certificates, but the standard of performance required for a pass will be considerably higher. The candidates' purpose to become teachers of the language will have an important bearing upon the character of the questions set.

* Recognition granted in terms of this Memorandum is not to be regarded as equivalent to recognition as a "specially qualified teacher" of Modern Languages under Art. 43 (b) of the Regulations for the Training of Teachers, and is given subject to such regulations as to the teaching staff of Intermediate and Secondary Schools as may hereafter be made (*see* Art. 42 of the Regulations).

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8. The *Oral Examination* will be conducted, during the course of the Summer Session, at the various Training Centres and Colleges and such other suitable centres as may be found necessary, by Examiners appointed by the Department.

A high standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative.

The general character of the oral test may be indicated as follows:—

1. The candidate will be required to read aloud one or more passages of prose or verse to test, (a) correct vowel enunciation, (b) accentuation, (c) fluency, and (d) grouping of words in the natural manner of the language, so as to bring out the sense.

2. The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency, in order to test how far the Candidate apprehends the gist of what has been read.

3. The Examiner will test the Candidate by conversation on some simple topic.

4. An exercise in dictation may be set.

Each candidate will be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied, and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear, a thorough understanding of the meaning of each piece and its construction being, of course, expected.

9. The result of both the oral and the written examination will be taken into consideration in determining whether or not recognition as a qualified teacher can be granted, but deficiency in either may to some extent be compensated for by conspicuous merit in the other. The mark assigned to candidates for their class-work at the approved course of instruction will also be considered.

10. Candidates who pass the written examination but fail in the oral examination will not be required to take the written examination again, and *vice versa*.

1ST JANUARY, 1907.

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APPENDIX No. V.

FORM OF MEMORANDUM OF AGREEMENT (ARTICLE 69 (*c*)).

N.B.—For use in Schools under the management of School Boards (a similar form is supplied by the Department for use in other schools).

MEMORANDUM OF AGREEMENT between the School Board of[1]_____ and[2]_____ hereinafter called the *surety*, the[3]_____ of[4]_____ hereinafter called the *pupil-teacher*, and the said *pupil-teacher*.

The Board, for themselves, and their successors, agree with the surety, h[5] heirs and executors, and the pupil-teacher, as follows:—

1. The Board agree to engage the pupil-teacher to serve under a certificated teacher in the[6]_____ Public school of the Board, or any other Public school of the Board, to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, in teaching the scholars thereat, but so that the pupil-teacher shall not serve therein more than *five* hours upon any one day, nor more than an average of 12½ hours per week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of July, 190__, and, subject to the provision of the last paragraph of section 4, shall end on the last day of June, 190__.

3. The Board will pay to the pupil-teacher as wages[7]_____ per_____ in the first year, and this sum shall be increased by[7]_____ per_____ in each subsequent year of the engagement.

4. The pupil-teacher shall, with a view to the award of the Intermediate Certificate, be presented in h[5]__ second year at the Leaving Certificate Examination in all the subjects of h[5]__ approved curriculum in which a written examination is held; and shall also be presented to His Majesty's Inspector for oral examination in such subjects as may be deemed necessary.

The pupil-teacher if [8]__ fail to obtain the Intermediate Certificate in h[5]__ second year may, with the special sanction of the Department,

1. Insert name of the School Board.
2. Insert name, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.
3. Insert father, or other relation, or friend of the pupil-teacher, as the case may be.
4. Insert name in full of the pupil-teacher.
5. Insert his or her.
6. Insert name of the school.
7. The sum to be inserted must be fixed at the discretion of the parties.
8. Insert he or she.

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continue to serve in terms of h[5]___ engagement, and be presented at the Leaving Certificate Examination in h[5]___ third year.

The pupil-teacher if [6]___ fail to obtain the Intermediate Certificate at the end of h[5]___ third year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department, and h[5]___ engagement shall accordingly cease and determine on the last day of the third year of engagement.

5. The Board will cause the pupil-teacher to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, and shall also secure that the pupil-teacher is allowed sufficient time for private study. The instruction of the pupil-teacher shall be according to the curriculum approved by the Department.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the Board, or of the surety and pupil-teacher, by a written notice of six months, or in lieu of such notice, by the payment on the part of the Board, or of the surety and pupil-teacher, of £3 in the first year, £4 in the second, and an additional pound in each succeeding year of the engagement, but never exceeding £6 in the whole; such payment to be recoverable as liquidated damages by the Board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]_____own part, and with the privity and consent of the surety.

8. The surety agrees with the Board and their successors to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof

9. Here insert testing clause according to the form of the Law of Scotland.* A quorum of the Board (3) are sufficient to sign for the Board. Marginal additions or deletions, to be noticed in usual Scotch form.

INSTRUCTIONS.

N.B.—1. This agreement must be executed *as follows, viz.:*—

(1.) By three Members of the School Board, being the statutory quorum thereof.
(2.) By the surety.
(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. *A pupil-teacher does not satisfy Article* 32 (*c*) *in the Code unless the agreement is duly completed.*

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3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b*) of the Code). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

The usual form of testing clause is as follows :—

* In witness whereof, these presents, in so far as not printed, written upon this and the preceding page of stamped paper [together with the marginal additions upon pages and] by W. (*design him*) [declaring that the words (*quote them*) on the line of page hereof are written upon an erasure (*or* are delete) before subscription] are subscribed by the parties following, viz.:—By A., B., and C. (*designing each of them*), three Members and a quorum of the said School Board of D., at E., on the day of Nineteen hundred and , before these witnesses, F. and G. (*design them*), and by H. (*design him*), at L., on the day of and year foresaid, before these witnesses, J. and K. (*design them*), and by L., at M., on the day of and year foresaid, before these witnesses, N. and O. (*design them*).

FORM FOR CANCELLING ENGAGEMENTS OF PUPIL-TEACHERS.

(*To be endorsed on the original Memorandum.*)

1. Insert names of three Members of Board.

We[1]

2. Name of surety.

three members and a quorum of the within named School Board[2]

3. Name of pupil-teacher.

and[3]

4. Fill up testing clause in Scotch form, as before directed in reference to original Agreement.

the surety and pupil-teacher before named and designated hereby cancel the foregoing Agreement. In witness whereof[4]

N.B.—The Cancellation must be executed by the same parties by whom the Memorandum of Agreement was executed, except that it is not necessary that the same three Members of the School Board should sign it.

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CODE OF REGULATIONS

FOR

CONTINUATION CLASSES

PROVIDING FURTHER INSTRUCTION FOR THOSE

WHO HAVE LEFT SCHOOL.

1907.

NOTE.

i. This Code replaces the former Evening Continuation School Code and the Science and Art Directory in so far as that related to Evening Classes.

ii. It is applicable to all classes for the further instruction of pupils who have left school (Elementary or Secondary) whether in general knowledge, in subjects of Science and Art, in Commercial subjects, or in any special subject which may be shown to the satisfaction of the Department to be useful to persons following a particular business or occupation.

iii. The classes may be held at any time of the day, morning or evening, and instruction may be given either in single subjects or in groups of subjects.

iv. There is no restriction of age, but pupils on whom grants are paid must be free from the obligation to attend school in terms of the Education Acts. While pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools may be admitted to certain of the classes, their attendances at the Continuation Classes may not be reckoned for grant.

v. Pupil teachers may be admitted to any of the classes, but (having in view the grant paid on account of their instruction under Article 70 (a) of the Regulations for the Training of Teachers) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil teachers in *Science* and *Drawing* under Division II. (See also Article 46 (b)).

vi. The grants to certain Technical Colleges and Special Institutions of various kinds will be made on the basis of special minutes applicable to each case.

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CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1907.

1. The main divisions of classes contemplated in the succeeding regulations are as follows :— Divisions of Classes.

I. Preparatory classes for the completion of general elementary education.

II. Classes for specialized instruction—Elementary.

III. Classes for specialized instruction—Advanced.

IV. Auxiliary Classes.

DIVISION I.—PREPARATORY CLASSES FOR THE COMPLETION OF GENERAL ELEMENTARY EDUCATION.

2. These classes shall be open without restriction to any pupils who are free from the obligation to attend school in terms of the Education Acts. Recognised Pupils.

3. Managers are required to submit for approval a course of instruction which shall include (*a*) the study of English as indicated in the Fifth Schedule of the Day School Code, Head A., (*b*) instruction based on one of the courses outlined in the Sixth Schedule, and *may* include (*c*) any of the studies mentioned in the Fifth Schedule, Head B., (*d*) any other subject specially recognised by the Department. Subjects of Instruction

4. The foregoing subjects of instruction may be distributed over the various meetings of the class in such way as may be found desirable, but a time-table showing the times of meeting and the distribution of the work shall be submitted for the approval of the Department within a fortnight after the first registered meeting of the class. Time-table.

5. All the subjects of the approved course must as a rule be taken by all the pupils. Attendances for single subjects only may not be registered for grant without the special approval of the Inspector. Full course to be taken. Attendance for single subjects not to be registered without Inspector's approval.

6. The class shall meet on at least two separate days in each week for such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given.* Two of the meetings of the class in each week shall be of not less than 1½ hours' duration each. Number and duration of meetings.

7. The teacher shall be a certificated teacher or, in special circumstances, any person over 18 years of age whose qualifications are approved by the Department. Teachers' qualifications.

8. No class of more than forty pupils shall be habitually under the charge of one teacher only, and when this number is exceeded a reduction may be made from the grant. Size of classes.

9. Subject to the provisions of Articles 47 to 53, grants to classes conducted under Division I. may be made at the rate of 3s. 4d. per pupil per hour per week for a normal session of 20 weeks. The rate may be increased to 4s. 2d. (as in Division II.) in the case of any pupils of these classes who may be qualified in terms of Article 12. II. Rate of grant.

* In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.

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DIVISION II.—SPECIALIZED INSTRUCTION (ELEMENTARY).

Nature of classes.

10. This division shall comprehend classes for the elementary instruction of pupils in special subjects, especially such as may be of use to pupils who are engaged in or preparing for any particular trade, occupation, or profession.

Recognised pupils.

11. Pupils may be admitted to classes under Division II. at the discretion of Managers, provided that due regard is had to the previous instruction of the pupils in elementary subjects, and to their fitness to profit by the instruction given in the Division II. class.

Pupils eligible for Division II. rates of Grant.

12. The following classes of pupils will be eligible for grants at the rates specified in Article 22 :—

I. Pupils over 16 years of age at the date of joining the class.

II. Pupils under 16 years of age who—

(*a*) Have obtained a Certificate of Merit (Article 29. II. Day School Code);

(*b*) Have attended at least thirty meetings of a course conducted under Division I., and obtained a certificate of satisfactory proficiency from the managers of such course; or

(*c*) Have been in attendance for at least one year as duly qualified pupils (Article 29 of the Day School Code) at a Higher Grade School or Department, or at a Secondary School.

Pupils eligible for Division I. rate of Grant.

13. Pupils admitted to Division II. classes who are not qualified in terms of the preceding Article, must be separately registered. Their attendances may be paid for as attendances at a Division I. course (Article 9), but this grant may be withheld or reduced upon a report by an Inspector that the pupils (or any proportion of them) are unable, by reason of defective knowledge of elementary subjects, to benefit adequately by the instruction given.

Subjects of instruction.

14. The subjects of instruction under this division may be any subjects admitting of systematic exposition which are approved by the Department as suitable in the particular circumstances.

For purposes of reference they may be classified under the following heads :—

(A.) English Subjects—

English, Geography, History, the Life and Duties of the Citizen.

(B.) Languages—

The study of any language, ancient or modern, approved by the Department.

(C.) Commercial Subjects—

Commercial Arithmetic, Handwriting, Bookkeeping, Shorthand, Commercial Correspondence, Business Procedure, Commercial Geography. The study of any language (including English) with a direct view to its use in business.

(D.) Art—

Drawing and Modelling; Elementary Design.

(E.) Mathematics—

Elementary Geometry, Algebra, Mensuration, Dynamics.

(F.) Science—

The Elementary Study, Theoretical or Practical, of Physical or Natural Science, or any branch thereof.

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(G.) Applied Mathematics and Science—

(*a*.) General—

Practical Mathematics, including Technical Arithmetic and the use of mathematical instruments and tables; Mechanical Drawing.

(*b*.) Special—

The application of Mathematics and Science to specific industries.

Machine Construction, Building Construction, Naval Architecture, Electrical Industries, Mining, Navigation, Agriculture, Horticulture, or any other industry the scientific principles underlying which admit of systematic exposition.

Where the nature of the subject requires it, previous or concurrent study of (G) (*a*), or of the related branch of (E) or of (F), will be made a condition of taking any subject under (G) (*b*).

(H.) Handwork—

Elementary instruction in the use of tools—Woodwork, Ironwork—with concurrent instruction in Drawing to Scale, and the practice of such occupations as Needlework, Cookery, Laundry work, Dairy work, with accompanying explanations of processes.*

Ambulance work (practice and theory).

15. A Time-table and a syllabus showing in outline the proposed work of the class must be submitted for the consideration and approval of the Department within a fortnight after the first registered meeting of the class, and a record of the actual work done and of the results of class examinations held, and the marks awarded for the class exercises of the students, must be kept and be available for the information of His Majesty's Inspector. **Syllabus of instruction to be submitted.**

16. The class in each subject, or group of related subjects attended by the same pupils must meet not less than one day a week for such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given. Each meeting shall be of not less than one hour's duration or, in the case of subjects of practical instruction, 1½ hours. **Number an duration of meetings.**

17. The qualifications of the teachers proposed for each particular subject must be fully stated and proved to the satisfaction of the Department. The general conditions of recognition shall be those stated in Articles 63 to 69. **Teachers' qualifications.**

18. The rate of grant for classes in Division II. shall vary according as the instruction given is mainly theoretical or mainly practical, and shall further vary according as it does, or does not, require the provision and use of special apparatus. **Rules as to rate of grant.**

19. By practical instruction is meant instruction under heads (F), (G), or (H) of Article 14, which proceeds mainly by means of actual experimental work on the part of the pupils themselves in properly equipped laboratories or workshops, supplemented by the necessary explanations and demonstrations. Supplementary **Definition of "Practical Instruction."**

* Art Needlework, Wood-carving and other Art Crafts may be recognised under Division II. only when based upon studies in Drawing and Design adapted to the work by the students themselves, provided that each class is placed under the direction of a properly qualified instructor, specially approved by the Department. Otherwise, classes in these subjects can be recognised under Division IV. only.

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theoretical instruction may be reckoned as part of the practical course, but to an extent not exceeding one-half of the time occupied by the pupils in practical work.

Rate of grant determined by Department.

20. The Department shall determine, on consideration of the syllabus submitted and the report of the Inspector as to the mode of conducting the class, which of the rates of grant specified in Article 22 shall be allowed in respect of any particular course of instruction.

Size of classes.

21. *No class for theoretical instruction under one teacher shall, except in circumstances specially approved by the Department, exceed 40 pupils in habitual attendance, nor shall any class for practical instruction in like manner exceed 20 pupils. Where, with the sanction of the Department, these numbers are exceeded, a grant may be paid with such deduction as the Department, having regard to the circumstances of the case, may determine.

Rates of grant.

22. Subject to the provisions of Articles 47 to 53, grants for instruction in classes falling under this division shall be at the rate of 4s. 2d., 5s. 10d. or 8s. 4d. per pupil per hour per week for a normal session of twenty weeks, as the Department may determine, following the distinction of Articles 18 and 19 †.

DIVISION III.—SPECIALIZED INSTRUCTION (ADVANCED).

Nature of instruction.

23. This division shall comprehend organised courses of instruction extending over several years in the subjects of Division II. or other subjects of a more advanced character which may be regarded as a development of the subjects of Division II.

Character and length of courses.

24. Such courses may either provide for graduated instruction in a single subject approved by the Department as suitable for recognition under Division III., or for systematic instruction in a group of subjects, arranged with a view to fitting students for the intelligent practice of some particular industry or occupation. Courses to be recognised in this division must, as a rule, extend over at least three years, and must provide for at least forty hours' instruction in each year.

Conditions of admission to a first year's course.

25. The conditions of admission to the first year of any course in Division III. shall be the same as for the corresponding classes of Division II.

Conditions of registration at second year's or higher course.

26. Students over 15 years of age who, having previously qualified in terms of Article 12, have received at least forty hours' instruction in the subject matter of a first year's course approved by the Department, may be registered for attendance grants in the second year of the same course, and pupils who have received at least thirty hours' instruction in a second or third year's course may be registered in the next higher course.

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* When the staff supplied is otherwise adequate, classes may be combined for the purpose of special lectures or demonstrations, provided due intimation is made to the Department and sanction obtained. Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department. The time for which attendances are so registered will not, unless otherwise sanctioned, be permitted to exceed the duration of an ordinary meeting of the class.

† As a rule instruction in Ambulance work will be paid for at the rate of 4s. 2d. Classes in Millinery and Dressmaking will be paid for normally at the rate of 4s. 2d., and Cookery and Laundry work at the rate of 5s. 10d., but when a class in these subjects is specially restricted for purposes of more efficient teaching to an enrolment of 15 pupils or under, the grant may be paid at a higher rate.

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Alternative conditions of registration at a second or third year's course.

27. Students of not less than 15 years of age who have previously obtained a pass in the Lower Grade at the Leaving Certificate Examination or who have passed Examinations accepted by the Department as equivalent, may be registered in the second year's course of corresponding subjects. Similarly, students of not less than 16 years of age who have obtained a pass in the Higher Grade at the Leaving Certificate Examination, or a success in the Advanced Stage of any subject of the Board of Education Regulations, or who have passed Examinations accepted by the Department as equivalent, may be registered in the third year's course.

Conditions of admission to a second year's Art course.

28. For enrolment in the second year of an Art Course under this division, a student who has not taken the first year's course must have obtained a success in at least two of the subjects of the Art Syllabus of the Board of Education Regulations.

Attendance under Division II. accepted in lieu of a first year's course under Division III.

29. Sufficient attendance (see Article 26) at a class or classes in Division II., which can be regarded as equivalent to the first year of a course recognised under Division III., may, when proved to the satisfaction of the Department, be accepted as qualifying for admission to the second year of the course.

Number and duration of meetings.

30. Classes in Division III. must meet not less than twice a week for at least twenty weeks, each meeting to be of not less than one hour's duration.

Syllabus to be submitted.

Recognition under Division III. may be deferred.

31. A Time Table and a syllabus showing the subject matter of the course, and its distribution over the various years, must be submitted for approval, and the Department reserves the right to determine on consideration of this syllabus, and of the number of meetings to be held in each year, whether or not the classes may be recognised under Division III. The Department's decision as to this point, where it shall deem delay expedient, may be deferred till the completion of the first year's course. The further requirements of Article 15 shall also apply to classes recognised under Division III.

Teachers' qualifications.

32. A higher standard of qualification will be insisted upon for teachers of courses in Division III. than for the corresponding classes in Division II. For each course a principal teacher shall be appointed, who, in the case of Commercial or Industrial Courses, will be expected to possess a practical acquaintance with the business or industry to which the course relates.

Grants for commercial and industrial courses.

33. Subject to the provisions of Articles 47 to 53, grants for instruction in Commercial courses (corresponding to the subjects of Article 14 (C)), and for Industrial Courses (corresponding to the subjects of Article 14 (G) (*b*)), shall be at the following rates per pupil per hour per week for a session of twenty weeks in the second and succeeding years.*

(*a*) Commercial Courses—

10s. in the second year,
15s. in the third year, and
25s. in the fourth and succeeding years.

(*b*) Industrial Courses—

13s. 4d. in the second year,
20s. in the third year, and
35s. in the fourth and succeeding years.

* First year's Courses will be treated for the purposes of grant as falling under Division II., and will be paid for at the rates specified in Article 22. Payment under Article 22 instead of Article 33 may be made on account of the attendances of students enrolled in Division III. courses whose work in the opinion of the Inspector is unsatisfactory or who omit any essential part of the prescribed course.

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Proper laboratories a condition of higher grant.

34. It shall be a condition of the higher rate of grant allowed for Industrial Courses that provision shall be made in properly equipped laboratories (or workshops) for such amount of practical work on the part of the students (being work illustrative of the principles taught, and not merely the practice of trade processes), as the Department shall deem requisite in the particular circumstances.

Grants for Art and other courses.

35. The payment for Organised Courses of Instruction in Art, showing sufficient advancement, shall be the same as for the Commercial Courses, and in the case of other courses not falling under either of the heads of Article 33 the Department shall determine, on consideration of the syllabus of instruction and of the method of teaching, whether the higher or the lower of the afore-mentioned rates of grant shall apply.

Size of classes.

36. The regulations as to size of classes stated in Article 21 shall apply also to courses recognised under Division III.

English literature and history may be included in course.

37. When courses of study under Division III., meeting not less than three times a week, are so arranged as to provide for the systematic instruction of the students at one meeting a week in some period or branch of Literature or of History, according to a scheme approved by the Department, such meetings may be reckoned as part of the course and attendances thereat included in the claim for the course.

DIVISION IV.—AUXILIARY CLASSES.

Subjects of instruction.

38. This division shall comprehend classes for instruction in Physical Exercises, Military Drill, Vocal Music, Wood-Carving, Fancy Needlework, Elocution (*if taken in connexion with an English course*), or such other subjects as may be recognised by the Department as suitable for grants under this Division.

Conditions of admission.

39. These classes shall be open to all pupils who are free from the obligation to attend school as required by the Education Acts, but it shall be a condition of grant that the Department shall be satisfied that Managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also.

Management may be different from that of other classes attended.

40. Classes for instruction in subjects of Division IV. need not be under the same management as those of the other divisions, and the other attendances referred to in Article 39 may be made at classes under different management.

Rate and limits of grant.

41. Subject to the provisions of Articles 47 to 53, the rate of grant for classes recognised under Division IV. shall be 2s. 6d. per pupil per hour per week for a session of twenty weeks, but not more than two meetings of any class under this division in any one week shall be reckoned for grant, nor more than forty hours per pupil in any session, unless the Department in special circumstances expressly sanctions a longer period.

Syllabus and teachers to be approved.

42. The course of instruction and the qualifications of the teachers shall be subject to the approval of the Department.

Size of classes.

43. The limit of numbers in the class will be determined by the Department for each particular case, but a proportionate reduction in the rate of grant may be made when the number exceeds forty.

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GENERAL CONDITIONS OF GRANTS.

Classes of various divisions to be kept distinct.

44 The several classes and courses of the various Divisions must be kept quite distinct, and simultaneous instruction by the same teacher of two classes or courses will not be permitted except in Division I. and in the classes conducted under Article 14 (D). (Art Classes), and in special cases, where, on the ground of small enrolment of pupils, the Department's previous sanction has been obtained.

Exceptions in rural districts.

45. In rural districts, and with the special sanction of the Inspector, instruction in one or more subjects of Division II. may be conjoined with instruction in Division I.

Pupils may attend more than one class, but excessive attendances may be disallowed.

46. (*a*) The attendance of the same pupils at classes in more than one division will be permitted—the classes meeting at different times—but the Department on consideration of the return of each pupil's attendances may, either with or without notice, disallow attendances which may reasonably be considered to be excessive.

(*b*) The attendances of pupils and pupil-teachers on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, who may, for special reasons, be admitted to these classes, may not be reckoned in any claim for grant, nor may the attendances of pupil-teachers not on the registers of such schools be reckoned except in classes specially recognized for the instruction of pupil-teachers in Science or Drawing under Division II.

General conditions of grant.

47. No grant is payable unless the conditions of this Code are fully complied with, the regulations as to Registration are observed, the classes are open at all times to the visits of officers of the Department, and accurate returns are made by Managers of such particulars as are asked for by the Department. No claims for grants will be entertained unless received in the Department by November 1st following the closing of the classes.

Calculation of grant.

48. Subject to the provisions of the foregoing article the grant due at the rates mentioned under various divisions will be ascertained by adding together all the attendances which may be reckoned in accordance with the succeeding article and dividing by 20.

Calculation of attendances on which grant is paid.

49. In reckoning the number of hours of attendance for the purpose of the foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

Special grants for small classes

50. When a class of less than 20 on the roll for theoretical instruction, or of less than 10 for practical instruction, is certified by the Inspector to be required by the circumstances of the locality, and to be efficiently taught, and when he further certifies that a larger attendance could not reasonably be expected, a grant may be allowed as for 20 and 10 pupils respectively, or for any less number which may be determined by the Department after consideration of the case.

Reduction of grant.

51. The grant as calculated in accordance with the preceding regulations will be reduced by its excess over three-fourths of the expenditure actually incurred by Managers in the maintenance of the classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be

* For the present in any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, a grant not exceeding seven-eighths of the expenditure may be allowed, provided that this expenditure is approved by the Department, and that the Department is satisfied that the salaries of the teachers of Continuation Classes bear a proper relation to the salaries of teachers in the Day Schools.

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made from the grant in respect of faults of order, registration, equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article. A similar deduction may be made in respect of non-compliance with any of the regulations contained in this Code.

For the purpose of this reduction the expenditure by managers upon all the classes under their charge, irrespective of division or place of meeting, and likewise the grant earned for these classes, will be treated as one whole.

Calculation of expenditure.

52. Expenditure for the purpose of the preceding article will be exclusive of any charge for rent or interest on loans, and will be diminished by the amount of fees received from students and by the proceeds of the sale of materials, or other similar sources of income.*

Separate accounts, to be kept.

53. The accounts of classes aided under this Code must be kept entirely distinct from those of any school which may be held in the same premises, and where it may not be possible to keep strictly separate accounts for such expenses as warming and lighting, vouchers for the whole expenditure must be submitted, if required, and an equitable proportion, to be approved by the Department, inserted in the accounts of the Continuation Classes.

MANAGEMENT OF CLASSES.

Classes not to be conducted for profit.

54. Classes under this Code must not be conducted for profit (see Article 51), and Managers proposing classes may be required to state from what funds the expenses of the classes will be met in the first place.

Financial responsibility of managers.

55. Managers must undertake full financial responsibility for the expenses of the classes, including the salaries of the teachers, independently of the payment of a grant or its amount.

The production of vouchers showing the payment by Managers of all sums due in respect of the work of each session may be required before payment of the grant is made.

Payments to teachers to be of fixed amount.

56. Payment to teachers must, as a rule, take the form of a fixed stipend per session or per lesson, agreed upon beforehand, and must not be either wholly or in part contingent upon the amount of grant earned.

Fees.

57. The fees to be paid by students attending classes in Division I. shall not exceed 9d. per week, but as regards classes in other divisions Managers may exact such fees and make such conditions as to the payment of fees as they may think expedient. (See Article 52.)

Conditions of gratuitous instruction.

58. Instruction in classes conducted by a School Board or other Local Authority recognised for educational purposes or in other classes in circumstances specially sanctioned by the Department, may be gratuitous, provided that any lowering or abolition of fees under this Article shall not, in the opinion of the Department, have the effect of establishing undue competition with other recognised classes in the same locality.

Report by School Board on instruction in their district.

59. The Department may, from time to time, require from School Boards a report as to the provision made within their district, either by themselves or other Managers, for instruction in the subjects of this Code, regard being had to the industries of the district and the occupations of the inhabitants, and may, upon consideration of this report, recognise or refuse to recognise any further classes which may be proposed.

Recognition of new classes.

* Reasonable expenditure upon prizes, text books or apparatus of a durable kind may be recognised as falling under the head of "maintenance" for the purposes of Article 51 to an amount not exceeding the actual net receipts from fees or from the sale of books or apparatus to students.

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60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, and may appoint a separate official correspondent for each class or set of classes. Management of classes may be delegated to a committee.

61. The constitution of such Committees and the powers to be entrusted to them shall be at the discretion of the School Board or other Local Authority, who will be regarded by the Department as the responsible Managers, but in the case of the Industrial and Commercial Courses under Division III., or of classes for instruction in the corresponding subjects of Division II., it is recommended that persons skilled, whether as employers or employed, in the relative industries or occupations, should be appointed members of the managing Committee. Constitution and powers of managing committees.

62. All schemes of instruction in the several classes should be submitted in the first place to the aforesaid Committee, who shall consider the suitability of the schemes from the point of view of the industries concerned, and shall transmit them to the Department with such observations as they may see fit. Schemes of instruction to be considered by managing committee before transmission to Department.

QUALIFICATIONS OF TEACHERS.

63. No general qualification to teach the subjects embraced in this Code will be granted, but evidence will be required in all cases of knowledge of the particular subject which it is proposed to teach. Special knowledge required of subject to be taught.

A register is kept containing the names of teachers who, after provisional recognition by the Department in any subject, have taught a class in that subject to the satisfaction of the Department for at least one session. Register of teachers.

64. (*Dropped*).

65. Provisional recognition will be accorded as a rule in respect of the following qualifications :— Qualifications for provisional recognition.

(*a*) A Degree of any University of the United Kingdom or the Diploma of a Technical College, a Central School of Art, or other institution recognised by the Department for this purpose, in respect of any subject which, upon investigation, is found to be covered by said Degree or Diploma;

(*b*) A first-class Certificate of the Advanced Stage (or a Certificate in Honours) of any Science Subject of the Board of Education Regulations—in respect of that subject.

Where the examination in any subject has been theoretical only, additional evidence of acquaintance with the methods of experimental illustration may be required;

(*c*) An Elementary Drawing Certificate of the Board of Education; a qualification to teach Drawing obtained at a Training College in or after 1901; or a Certificate, authorised by the Department, of attendance and progress at a course of instruction in Drawing conducted under Article 55 of the Regulations for the Training of Teachers—in respect of any class in Elementary Drawing conducted under Division II.;

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(*d*) An Art Class Teacher's Certificate, an Art Master's Certificate; or a special Diploma of a Central School of Art—in respect of more advanced art classes conducted under Division III.;

(*e*) A pass in the Higher Grade of any subject at the Leaving Certificate Examination—in respect of that subject, provided that in the case of a Modern Language a candidate for provisional recognition may be required to submit himself to further examination at the hands of a person or persons specially nominated by the Department for the purpose, and in the manner prescribed by the Department.

Such additional examination in the case of the proposed teacher of a class under Division II. will be confined to ascertaining the candidate's ability to read fluently with good pronunciation and intelligible phrasing a piece of simple narrative, and to give in English the gist of a similar passage read slowly. For recognition as teacher of a Modern Language under Division III. higher attainments in these respects will be looked for, as well as some conversational ability.

Provisional recognition of teachers under Division IV., and exceptional cases.

66. The qualifications of candidates for provisional recognition as teachers of classes in Division IV. will be specially considered, and the Department may exceptionally admit to provisional recognition in other Divisions candidates whose qualifications are proved to the satisfaction of the Department in ways other than those specified.

Registration of provisionally recognised teachers.

67. Teachers admitted to provisional recognition in respect of any subject may be placed upon the register (Article 63) in respect of that subject upon the completion of a session of satisfactory work as evidenced by the report of the Inspector.

Recognition may be suspended.

68. Registration may be suspended (or further provisional recognition refused) upon evidence of insufficient knowledge of the subject for teaching purposes or inefficiency as a teacher from whatever cause arising.

Provisional recognition may be continued beyond one session.

69. In the case of a teacher whose attainments, as judged by the standards specified in the preceding articles, do not warrant his being placed upon the register, but who has shown satisfactory teaching power, the Department, in consideration of the circumstances of the district or for other special reason, may continue provisional recognition for more than one session.

EXAMINATIONS AND CERTIFICATES.

Certificates by managers of satisfactory attendance and progress.

70. Certificates of satisfactory attendance and progress may be issued by Managers to students attending classes in any division upon conditions to be approved by the Department.

Such Certificates may be awarded wholly upon the attendance and record of work of the student as shown by the exercises done and the results of the class examinations held by the teacher, or the class examinations may be supplemented by special examinations held in conjunction with the teacher by persons appointed by Managers and approved by the Department, provided that due account is taken of the attendance and class work of the student.

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71. In order that Certificates issued by Managers may be recognised by the Department for any purpose it will be necessary (1) that the class be favourably reported on by the Inspector; and (2) that opportunity be afforded to the Inspector of duly testing the method by which the award of Certificates is determined, and that he certify that the approved conditions of issue have been adhered to. Recognition of managers certificates.

72. Certificates granted under the foregoing conditions to students who have completed an approved course under Divisions II. or III. extending over not less than two sessions will, subject to any necessary investigations by an Inspector, be specially endorsed by the Department. Certificates endorsed by the Department.

73. (*Dropped.*)

74. Students of classes conducted under these regulations may also be presented at the Local Examinations in Science and Art of the Board of Education until further notice, but, except where the Department for special reasons shall otherwise determine, in the Advanced and Honours stages only. Local Science and Art examinations of the Board of Education.

WORKS EXECUTED BY STUDENTS.

75. No payment will be made on works executed in classes for instruction in Machine Construction and other similar subjects, but time spent in executing in class works illustrative of the instruction given, may be registered for grant subject to the approval of the Inspector as to the proportion of time so employed. Time spent on works may be registered.

76. No payment will be made on Art Works, but selected Art Works of an advanced character in certain subjects, may be entered for the National Competition of the Board of Education, South Kensington, S.W., under conditions which will be stated by the Scotch Education Department from time to time, and such works will be eligible for the awards of that Competition. Art works may be entered for National Competition.

LOCAL SCHOLARSHIPS.

77. A grant may be made in aid of the provision of Local Scholarships, either by Managers or others, in circumstances and upon conditions approved by the Department. Conditions of grant in aid of scholarships.

The grant so made shall not exceed half of the total expenditure for the purpose specified, nor shall it exceed the sum per head which may be fixed by the Department from time to time in respect of any particular class of Scholarship.

78. (*Dropped.*)

79. The following classes of Scholarships are contemplated:—

(*a*) Junior Scholarships to be awarded to pupils of Day Schools who have obtained a Certificate of Merit or have shown to the satisfaction of the Department equivalent attainments, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III., or at an institution giving more advanced instruction. Junior scholarships.

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Senior scholarships.

(*b*) Senior Scholarships to be awarded to pupils of Day Schools who are qualified for the award of the Intermediate Certificate of the Department, or to deserving students of classes under Division III., upon condition of further attendance at day classes — in the case of Scholarships awarded for Pure or Applied Science at a University or Technical College approved by the Department; in the case of Scholarships for Art, at a Central School of Art; and in the case of Scholarships for Modern Languages upon conditions as to residence and study abroad proposed by Managers and approved by the Department.

Limits of grants.

80. The limit of the Department's grant (the amount of the local contribution being at least equivalent) shall be in the case of Junior Scholarships £5 per annum for each scholar, and in the case of the Senior Scholarships £25 per annum for each scholar.

Award of Scholarships.

81. Scholarships of both grades shall be awarded by Managers on their own responsibility, but according to a scheme of examination or selection proposed by Managers and approved by the Department.

Proposals to be submitted to the Department.

82. Proposals for the granting of Local Scholarships must be submitted to the Department at or before the beginning of any session in which they are to be made tenable, and when the conditions of award and tenure have been approved, the Managers may pay the amount of the Scholarship direct to the holder at such times and in such proportions as they may determine. Upon receipt of evidence at the end of the session of the payment of the amount of the Scholarship, and as to continued and satisfactory study on the part of the student, any grant awarded by the Department (Article 80) will be paid to the Managers.

Scholarships may be made tenable for one, two, or three years, and an increasing rate of stipend for each year may be arranged for.

Senior scholarships in connection with institutions under Art. 87.

83. An institution exempted from the conditions of this Code, as in Article 87, may, subject to the conditions of any special Minute regulating grants to such institution, submit proposals for, make contributions towards, and receive grants in aid of, Scholarships in connection with such institution on the conditions applicable to "Senior" Scholarships in Article 79 (*b*).

PRIZES,* &c.

Prizes, etc., under Board of Education Regulations open to students under this Code.

84. The Prizes, Medals, Exhibitions, and Scholarships referred to in the Regulations of the Board of Education, shall be open for competition to students of classes in the relative subjects under this Code under the conditions stated in the said Regulations, or of any modification thereof, which the Board of Education may make.

Teachers to whom grants and privileges under the Regulations are open.

85. The grants and privileges to teachers of Science and Art Classes allowed by the Regulations, or of any modifications thereof which the Board of Education may make, shall be open to teachers of Science and Art subjects under this Code, as well as to teachers of the same subjects in Secondary Schools or in Higher Grade Departments of Public Schools. Application for the benefit of these provisions should be made to the Scotch Education Department.

* See Appendix No. 4.

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86. Teachers of Science and Art Schools and Classes recognised by the Department may take their students to examine the collections in the Royal Scottish Museum, Edinburgh. When due notice of such visits has been given, special facilities for the inspection of the collections will be afforded to the students wherever necessary. Visits to Edinburgh Royal Scottish Museum.

When a teacher desires to avail himself of this privilege the correspondent for his school should write to the Director at least one week prior to the intended visit, stating the number of students by whom the teacher will be accompanied, the proposed date and hour of the visit, and the collection which it is desired to inspect. The visits may take place on Mondays, Tuesdays, Thursdays and Fridays between 10 a.m. and 4 p.m., or Wednesdays, between 10 a.m. and 4 p.m., and between 6 p.m. and 10 p.m., and on Saturdays between 10 a.m. and 10 p.m., but no special facilities are given on any general public holiday.

87. The Scotch Education Department may from time to time exempt any Technical College, School of Art, or other special institution eligible for grants under this Code from the operations thereof, and may substitute therefor, with the consent of the Treasury, a special Minute embodying the conditions of grants to each such College, School, or Institution so exempted. Grants to institutions exempted from provisions of this Code.

88. The Department, as occasion requires, may cancel or modify articles of this Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month. Alteration of Code.

89. This Code shall be printed each year in such form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of both Houses not later than the 15th of May in each year. Code to be printed and laid before Parliament.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
10th May, 1907.

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APPENDIXES.

I.—SHOWING SEPARATELY (for 1907) ALL ARTICLES MODIFIED AND ALL NEW ARTICLES.

II.—EXPLANATORY CIRCULAR (No. 320).

III.—REGISTRATION REGULATIONS.

IV.—MEMORANDUM showing the PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., under the Board of Education Regulations open to students and teachers under this Code. (*Form A.* 66.)

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APPENDIX No. 1. - - - - - -

SHOWING separately (for 1907) all ARTICLES

Articles in the Code of 1906 which are modified in the Code of 1907.

Note (p. 6) :—

V. Pupil Teachers * * * under Article *19E of the Day School Code* * * * under Division II.

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3. * * * Head B.

---

6 * * * each week for *twenty weeks, unless the Department in special circumstances expressly sanctions a shorter session** *and* two of the meetings. * * *

---

8. * * is exceeded a *corresponding* reduction * *

---

14. (C) * * * any language with a * * *

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14 (*H*). Footnote *

* *Art Needlework, comprising suitable studies in Drawing and Design, and Wood-carving when treated in a like manner, may be recognised as Division II subjects. But classes in Fancy Needlework and in Wood-carving alone, fall under Article 38.*

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modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1907.

Note (p. 6) :—

V. Pupil Teachers * * * under Article 70 (*a*) *of the Regulations for the Training of Teachers* * * * under Division II. (*See also Article 46 (b)*).

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3. * * * Head B., (*d*) *any other subject specially recognised by the Department.*

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6. * * * each week for *such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given.** Two of the meetings * * .*

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8. * * * is exceeded a reduction * * *

---

14. (C). * * * any language (*including English*) with a * * *

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14. (*H*). Footnote *

**Art Needlework, Wood-carving and other Art Crafts may be recognised under Division II only when based upon studies in Drawing and Design adapted to the work by the students themselves, provided that each class is placed under the direction of a properly qualified instructor specially approved by the Department. Otherwise, classes in these subjects can be recognised under Division IV only.*

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Articles in the Code of 1906 which are modified in the Code of 1907.

16. The class * * * must, *except with the special approval of the Department* meet not less than one day a week for *at least twenty weeks*, each meeting *to* be * * * 1½ hours *unless the special sanction of the Department has been obtained beforehand.*

---

22. Footnote †

* * * in these subjects is restricted * * * teaching to 15 pupils or under * * *

---

30. * * * twice a week *on separate days* for at least * * *.

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38. * * * Wood-Carving, Elocution * * * *

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41. * * * in any session.

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65 (*c*) * * * under Article *91* (*d*) *of the Day School Code*—in respect of * * *

Appendix No. 3,

N.B. * * * page 6 of the Continuation Class Code.

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New, or modified, Articles in the Code of 1907.

16. The class * * * must meet not less than one day a week for *such length of session as may be approved by the Department. When a session of less than twenty weeks is proposed, a statement of the circumstances in which a shorter session is thought desirable should be given.* Each meeting *shall* be * * * 1½ hours.

---

22. Footnote †

* * * in these subjects is *specially* restricted * * teaching to *an enrolment of* 15 pupils or under * * *

---

30. * * * twice a week for at least * * *

---

38. * * * Wood-Carving, *Fancy Needlework*, Elocution * * *

---

41. * * * in any session, *unless the Department in special circumstances expressly sanctions a longer period.*

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65 (*c*). * under Article *55 of the Regulations for the Training of Teachers*—in respect of * * *

Appendix No. 3.

N.B. * * * page 6 of the Continuation Class Code.

The attention of Managers is also directed to Circular 386 of 27th October, 1905, for information as to suggested forms of registers, which have been specially devised to simplify the work of conducting Continuation Classes, and at the same time furnish the necessary data for the calculation of grants.

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APPENDIX, No. 2.

CONTINUATION CLASS CODE. CIRCULAR No. 320.

SCOTCH EDUCATION DEPARTMENT.

August, 1901.

SIR,—The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of reorganising the educational system of the country (in so far as that is controlled by Departmental regulations) which Their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code, and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute they dealt with the conditions of Science and Art instruction in schools, which, though not eligible for grants under the Code, were in receipt of grants under the Science and Art Directory.

In both these cases their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training; classes under this Code not a substitute for but a supplement to general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under

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suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

Division I.

But, whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be effected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class.

A certain standard of general education has been laid down (Articles 11-13) as a condition of admission to classes under Divisions II. and III., and Their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

Divisions II. and III.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, or a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completeness and continuity of curriculum.

Special courses contemplated under Division III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training.

Distinction of "courses" and "subjects."

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory, which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts

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of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject L of the Directory) and practical mathematics (Subject V*p*. of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Divisions II. and III., but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics, Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coaxed or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly-formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates.

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others, and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with

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the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by *the Department* in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

As conducted by the Department.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element* in determining the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

By Managers.

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

Class of teachers contemplated

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

General and special management of the classes

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether

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transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening, but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51-56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum, and such sum only, must be paid, irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for Town and County Councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should *not* take the form of a fixed subsidy, or of a payment upon attendances or results of examinations. It would be better that the Town or County Council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of Town and County Councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77-83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and facilitating opportunities for technical instruction in the widest sense of the

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term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. Craik

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APPENDIX No. 3.

Regulations as to Registration.

N.B.—Pupils on the registers of schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of a Secondary School, must not be entered for grant on the registers of the Continuation Classes. Attention is directed to Article 2 and paras. IV. & V. of the note on page 6 of the Continuation Class Code.

The attention of Managers is also directed to Circular 886 of 27th October, 1905, for information as to suggested forms of registers, which have been specially devised to simplify the work of conducting Continuation Classes, and at the same time furnish the neccessary data for the calculation of grants.

I. A separate Attendance Register must be kept for every class, and all the particulars required by Rules II. and III. (below) must appear in each Attendance Register. (*A separate General Register is not necessary.*)

(*a.*) Only one attendance register is necessary for a class in Division I. irrespective of the distribution of subjects. Thus, English and other subjects taken at one meeting may be registered in the same register with arithmetic taken at another meeting.

(*b.*) A "class" in Divisions II. and III. shall be any group of pupils following a common course of instruction either in a single "subject" or in a combination of subjects approved by the Department as constituting a homogeneous course *and embodied in one syllabus.* Thus, while attendances at arithmetic and bookkeeping will, as a rule, be registered separately, a course for the same pupils consisting, *e.g.*, of arithmetic in the earlier part of the session, to be followed by bookkeeping in the later, may be regarded as one class requiring only one register.

II. On the first page of the Register the following particulars must be clearly shown in ink :—

(*a.*) The official name of the school or class.

(*b.*) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)

(*c.*) The names of all the teachers.

(*d.*) The days and hours of meeting.

(*e.*) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

(*a.*) The full name of each student.

(*b.*) The date of his (or her) birth (day, month, year), and the occupation of the student.

(*c.*) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.

(*d.*) The classes attended by each student during the session—whether the classes are under the same management or not.

(*e.*) The fee *actually* paid by each student.

(*f.*) The date of each meeting of the class.

(*g.*) The time of marking the Register at each meeting.

(*h.*) The total number of students present at each meeting of the class.

(*i.* The total number of *hours* of attendance of students at each meeting.

(*j.*) The total number of *hours* of attendance of each student at the class during the session.

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IV. The following rules must be strictly observed :—

(*a.*) All entries in the Register must be in ink.

(*b.*) The names of students should be, as far as possible, in alphabetical order.

(*c.*) A separate column must be used for the attendances at each meeting, the time and date of which must be stated.

(*d.*) The Register must be marked in the column next to that containing the last entry. No blank columns may be left.

(*e.*) The Register must be marked and totalled within the first ten minutes of the time recognised by the Department as set apart for the meeting.*

(*f.*) The presence of a student must be marked by a cross, thus **X**; and his absence by an **O**.

(*g.*) If a student leaves† before the conclusion of the lesson, his mark for presence must be cancelled at once by drawing a ring round it thus

(*h.*) The total number of students present at each meeting of the class must be entered at the foot of the column in which their attendance for that lesson is recorded, and must be initialled by the teacher giving the instruction. This must be done, as explained in paragraph (*e*), at the beginning of the lesson.

(*i.*) Subsequent alterations are strictly prohibited. If a mistake in registration has been made it must be corrected by an explanatory note in the Register.

(*j.*) At the close of the lesson the total number of hours of attendance made by all the students during the lesson must be entered immediately under the number of students who were present.

(*k.*) At the close of the session the total number of *hours* of attendance of each student must be entered opposite the name of the student.

(*l.*) Managers or their representatives, when visiting the classes, should record on the front of the Register the number of students present on those occasions, attesting the same by their dated signatures; they should also see that the Registers are properly kept.

(*m.*) Where students are qualified for registration by virtue of their having obtained any of the Certificates referred to in the Code, this fact, together with the years in which the certificates were obtained, must be clearly recorded in the Register. Either the certificates themselves, or a list of them, giving the necessary particulars in each case, and certified by managers (or by the teacher of the class and the principal teacher of the school) after comparison with the actual certificates to be correct, must be kept during the currency of the class along with the Register, in the custody of the head teacher of the class, and be accessible to the Inspector at the time of any of his visits.

(*n.*) All Registers, when filled up, must be put away and preserved for at least five years.

(*o.*) The Managers are recommended to have these rules printed *in extenso* in the Registers to be used for Continuation Classes.

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* Where a meeting for purposes of instruction extends to two hours or over, the Department will be prepared to consider proposals for more than one marking of the Register in the course of the meeting, but the general rule (IV. (*e*)) may not be deviated from without the previous sanction of the Department.

† The Department are prepared to consider proposals for exception from this rule in the case of the pupils who are obliged, by train-hours or other circumstances, regularly to leave before the close.

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APPENDIX No. 4.

FORM A. 66.

SCOTCH EDUCATION DEPARTMENT.

MEMORANDUM, SHEWING THE PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., UNDER THE BOARD OF EDUCATION REGULATIONS OPEN TO STUDENTS AND TEACHERS UNDER THE CONTINUATION CLASS CODE.

With reference to Articles 84 and 85 of the above Code, the attention of School Boards and other Managers of Classes under this Code is directed to the following memorandum specifying the nature of the rewards to students and the privileges to teachers continued under the above-named Articles as applicable to students and teachers in Scotland. The detailed conditions of the various awards will be found in the Regulations for Technical Schools, Schools of Art, and other Schools and Classes (Day and Evening) for Further Education, or in the Regulations relating to the Royal College of Science, the Royal College of Art, and to Museums under the Board of Education for *1906-7*, a reference being here made to the particular Section concerned, and the latest date for arranging to enter the various competitions with the number of the form required to be filled up. Copies of the forms named can be obtained from the *Scotch Education Department, 55 Whitehall*, and should in all cases *be returned to this Department* for transmission to the Board of Education.

N.B.—The arrangements here indicated are subject to such alterations as may be determined by the Board consequent on changes in the organisation and relations of the Royal College of Science, including the Royal School of Mines, made as a result of the Report of the Departmental Committee appointed by the President of the Board of Education.

1.—Certificates (Section 73. Regulations for Technical Schools, &c.)

Issued for each success obtained at the Local Science and Art Examinations.*

2.—King's Prizes (Section 74. Regulations for Technical Schools, &c.)

To those registered students who do best at the Local Examinations in Stages 2 and 3 of Science and in Art.*

3.—Medals for Science (Section 75. Regulations for Technical Schools, &c.)

At the Local Examinations Bronze Medals are given in Science for First Class successes in Honours.

4.—National Competition (Section 75. Regulations for Technical Schools, &c.)

Gold, Silver and Bronze Medals and Books are given for the best works selected for the National Competition.* (See Para. 18 of Circular 363.)

5.—Princess of Wales' Scholarships (Section 80. Regulations for Technical Schools, &c.)

Two (£25 and £11) awarded to the female students of Schools of Art who take the highest prizes of the year in the National Competition.* Tenable for one year at the School of Art where they have been gained.

6.—Royal Exhibitions (Sections 29 at page 16, and 23 and 27 at pages 224 and 225, of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. There are awarded each year, 7 Science, £50 a session, with free admission to lectures, &c., for three years at the Royal Colleges of Science, London and Dublin (Form 330 (a), 15th April); and 10 Art, 25s. a week for about 40 weeks each year, for two years, and free admission to lectures, &c., in the Royal College of Art. (Form 1181A, 15th April.)

7.—National Scholarships (Sections 29, at page 16, and 23, 28 and 29, at pages 224 and 225, of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. 22 Science, tenable at the Royal Colleges of Science, London and Dublin, 25s. a week for the session of about 40 weeks each year, for three years, with free admission to lectures, &c. (Form 330 (a), 15th April); and 6 Art, to registered Art students engaged in a trade which depends upon Decorative Art, tenable at the Royal College of Art, 25s. a week for about 40 weeks each year, for two years, with free lectures, &c. (Form 1181A, 15th April.)

*Applications for examination at the Local Examinations in Science and Art in Scotland must be made to the Managers of Continuation Classes or to the School Board of the district, early in January. These Examinations in Scotland will, as a rule, be held in Stages 2 and 3 and Honours only.

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8.—Free Studentships (Sections 29, at page 16, and 23 and 30, at pages 224 and 225 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.).

These are awarded on the results of the Evening Examinations* of the current year. Each year 6 Science, entitling to free lectures, &c., at the Royal College of Science, London, for three years (Form 330 (a), 15th April); and 15 Art, entitling to free lectures, &c., for two sessions at the Royal College of Art. (Form 1181A, 15th April.)

9.—Local Scholarships (Art). (Sections 23, 24 and 32, at pages 224 and 226 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. Twenty-four £20 Scholarships will be awarded in 1907, tenable for three years at any approved School of Art in which instruction is given at least three days and five nights a week. (Form 1181A, 15th April.)

10.—Whitworth Scholarships and Exhibitions. (Section 83. Regulations for Technical Schools, &c., and Special Syllabus, to be obtained on application to Scotch Education Department.)

These are awarded on the results of the Evening Examinations* of the current year. Thirty £50 Exhibitions for one year and four £125 Scholarships for three years. The Exhibitions are tenable with Royal Exhibitions and National Scholarships, but the Scholarships are not. Candidates must be under 26 years of age, and must have served for at least three years in the workshop of a Mechanical Engineer, &c. (Form 330, 15th April.)

11.—Studentships in Training. (a) Art. (Section 37, at page 228, of the Regulations relating to the Royal College of Science, &c.) (b) Science. (Section 30, at page 20 of the Regulations, &c.)

A limited number open—

(*a.*) To Art Teachers and registered Art Students holding Art Master's Certificate, Group I.; admission to the Royal College of Art, with 25*s.* a week for a term of about 20 weeks, and third class railway fare between the home of the student and London on joining the College each session, and on return to his home at the end of the session. (Form 488, 1st January or 1st July.)

(*b.*) To Teachers and Students in Science classes, one term's or session's admission to sessional courses in the Royal College of Science, London, with 25*s.* a week, and third class return fare. (Form 400, 15th June, and Form 1019, 20th June.)

12.—Short courses of instruction. Art and Science. (Section 81 (a), Regulations for Technical Schools, &c.)

(1.) Given in July or August at the Royal College of Art to teachers and advanced students. £3 allowed for expenses and third class return fare. (Form 234a, 10th June.)

(2.) Given in July or August at the Royal College of Science, London, to teachers qualified to teach the subject of the course. £3 allowed for expenses and third class return fare. (Form 500 Scotland, 17th May.)

13.—Aid to attend at Provincial Science Colleges.

Three-fourths of the fees of a limited number of selected Science Teachers attending certain day classes at St. Andrew's University, Aberdeen University, or University College, Dundee, or one-half their fees at certain Evening classes at University College, Dundee, are paid by the Department. (Form A. 67, 1st August.)

14.—Visits to National Competition Exhibition, and to study at other institutions in British and Foreign towns. (Section 81 (d). Regulations for Technical Schools, &c.)

A limited number of teachers and students of Schools of Art may be granted third class fare and not more than 7*s.* 6*d.* a night while required to be absent from home. (Form 1178A, 30th June.)

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* See note on previous page.

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15.—Free attendance at Lectures at Royal Colleges of Science and Art, London. (*Section 81* (*e*). *Regulations for Technical Schools, &c.*)

Approved Science or Art Teachers may attend any course of lectures as far as circumstances may allow. Application to be made to the Scotch Education Department.

16. The attention of Managers of Schools and Classes, and other Local Authorities, is also called to the following provisions in the Regulations relating to the Victoria and Albert Museum (under the Board of Education) for loans of objects of Art to Museums, Educational Exhibitions and Schools:—

(*a.*) Objects of Art, reproductions, books, drawings, lantern slides, examples of students' works, &c., are lent for the purpose of study to Schools of Art and, to a limited extent, to Art classes. Form 273 for books, Form 159 for students' works. (Chapter II., page 270 of Regulations for Museums, etc.)

(*b.*) Collections of Apparatus and objects for the more efficient instruction of Science classes are circulated for illustration of Science teaching. Form 802, 1st October.

(*c*) Collections of objects of Art selected from those in the Victoria and Albert Museum are lent for short periods to Educational Exhibitions under a recognised authority. Form 605 (Chapter II., p. 268, of Regulations for Museums, &c.).

17. The attention of the Managers of Local Museums established under a Municipal or other Local Authority, or under the Public Libraries Acts, is directed to the following:—

(*a.*) Aid may be given towards the purchase of objects for these Museums. Form 132. Applications must be made before 1st October (Chapter II., page 272 of Regulations for Museums, etc.).

(*b.*) Collections of objects selected from the Victoria and Albert Museum for Exhibition are lent. Form 605 (Chapter II., page 268 of Regulations for Museums, etc.).

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June, 1907.

INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in heavy type. The names of the Sub-Inspectors are printed in italics.

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	SOUTHERN DIVISION.		
	A. R. SCOUGAL, Esq., **Senior Chief Inspector and Inspector of Training Colleges** (with special charge of the Higher Grade Schools of the Division).		
1	EDINBURGH County, part of. (*See* Nos. 2 and 3.)	347,314	**A. E. Scougal**, Esq., 1, Wester Coates Avenue, Edinburgh.
	comprising—		
	Edinburgh (City) - - - 317,145		**F. R. Jamieson**, Esq., 5, Mayfield Gardens, Edinburgh.
	and the Parishes of—		
	Colinton, Corstorphine, Cramond, Currie, | Kirknewton and E. Calder, Mid Calder, Ratho, West Calder.		F. W. Michie, Esq., 10, Montagu Terrace, Edinburgh.
	LINLITHGOW - - - - - - - - -	66,443	*J. Crombie, Esq.*, 18, Braid Crescent, Edinburgh.
	Total - - -	413,757	*W. Robb, Esq.*, 2, Morningside Gardens, Edinburgh.
2	EDINBURGH, part of. (*See* Nos. 1 and 3.) - -	138,770	
	comprising—		
	Leith (B.) - - - - 77,439		
	and		
	Borthwick, Carrington, Cockpen, Cranston, Crichton, Dalkeith (Town), Dalkeith (L.), Fala and Soutra, Glencorse, | Inveresk (L.), Lasswade, Liberton, Musselburgh (B.), Newbattle, Newton, Penicuik, Stobhill, Temple.		*J. Craigie, Esq.*, 7, Cluny Avenue, Edinburgh.
	HADDINGTON - - - - - - - - -	38,665	
	Total - - -	177,435	
3	ROXBURGH - - - - - - - - -	48,500	**C. J. N. Fleming**, Esq., St. Bede's, Melrose.
	BERWICK - - - - - - - - -	31,128	
	SELKIRK - - - - - - - - -	23,388	
	PEEBLES - - - - - - - - -	15,034	
	EDINBURGH—Parishes of Heriot and Stow (*See* Nos. 1 and 2) - -	1,977	*W. H. Bell, Esq.*, Fernleigh, Melrose.
	Total - - -	120,027	

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors and Sub-inspectors, with their Head-Quarters.
	Southern Division—*continued.*		
4	Fife - - - - - - - - - -	218,840	**J. C. Smith**, Esq., 3, Linden Avenue, Newport, Fifeshire.
			W. S. Gall, Esq., Duneaton, Glasgow Road, Perth.
	Total - - -	218,840	(*To receive assistance from Mr. Home. See No. 5.*)
5	Perth, part of. (*See* Nos. 6 and 13.) - - -	105,390	**J. Clark**, Esq.,
	comprising—		
	Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Dron, Dull, Dunbarney, Dunkeld and Dowally, Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowlis Wester, Innerwick-in-Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch-Rannoch, Kinnaird, Kinnoull, Kirkmichael, Lethendy and Kinloch, Little Dunkeld, Logiealmond, Logierait, Madderty, Meigle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Persie, Perth (B.), Perth, East Parish (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tenandry, Tibbermore, Trinity Gask, Weem.		*W. Home, Esq.*, 6, Strathearn Terrace, Perth. (*Will assist in No. 4.*)
	Total - - -	105,390	

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County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-quarters.
Southern Division—*continued.*		
6 Stirling, part of. (*See* No. 8.) - - - - *comprising—* Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.), Falkirk (L.), Fintry, Gargunnock, Grangemouth, Killearn, Kilsyth (Town), Kilsyth (L.), Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.)	135,062	**A. D. Millar**, Esq., 1, Victoria Square, Stirling. *J. Wilson, Esq.*, 7, Windsor Place, Stirling.
Clackmannan - - - - - - - -	31,907	
Perth, part of. (*See* Nos. 5 and 13.) - - - *comprising—* Aberfoyle, Ardoch, Blackford, Callander, Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock, Kincardine, Muckart, Port of Monteith, Trossachs.	15,477	
Kinross - - - - - - - - - -	7,109	
Dumbarton—Parish of Cumbernauld - - - (*See* Nos. 8 and 11.)	4,979	
Total - - -	194,534	

Officers attached to the Southern Division.

1. **D. S. Macnair**, Esq., Ph.D., H.M. Inspector, 67, Braid Avenue, Edinburgh.
2. W. G. Fraser, Esq., H.M. Inspector, 22, Duke Street, Edinburgh.
3. Walter Stewart, Esq., D.Sc., H.M. Inspector, 3, Coates Crescent, Edinburgh.
4. W. Duckett, Esq.

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors and Sub-Inspectors, with their Head-Quarters.
	WESTERN DIVISION.		
	A. R. ANDREW, Esq., **Chief Inspector** (with special charge of the High er Grade Schools of the Division).		
7	LANARK, part of. (*See* Nos. 8 and 11.) - -	682,947	**A. R. Andrew**, Esq. Hiltonbank, Hamilton.
	comprising—		
	Glasgow (City) - - 623,463		**A. Douglas Thomson**, Esq., D.Litt., 14, Kelvin Drive, Kelvinside, N. Glasgow.
	and the Parishes of—		
	Maryhill - - 48,130		
	Springburn - - 11,354		
	BUTE—County of - - - - - -	18,787	W. Menzies, Esq. (*Junior Inspector*), 1, Holyrood Crescent, Glasgow.
			J. H. Murray, Esq. (*Junior Inspector*), 28, Partickhill Road, Glasgow.
			H. N. Patrick, Esq., Ph.D. (*Junior Inspector*), Craigneish, Bothwell, Glasgow.
			W. Calder, Esq., 60, Grant Street, Glasgow.
			D. Macleod, Esq., 72, Lauderdale Gardens, Hyndland, Glasgow.
	Total - - -	701,734	
8	LANARK. (*See* Nos. 7 and 11.) - - - -	423,810	**G. Andrew**, Esq., Glen Huntly, Hyndford Road, Lanark.
	Except Glasgow City, and the parishes of Govan, Maryhill, and Springburn.		
	DUMBARTON, part of. (*See* Nos. 6 and 11.)- -	14,401	T. B. M. Lamb, Esq. (*Junior Inspector*), Roselea, Douglas Gardens, Uddingston, Glasgow.
	comprising—		
	Kirkintilloch (Town),		
	„ (L.).		
	STIRLING, part of. (*See* No. 6.) - - - -	6,886	*W. M. Shanks, Esq.*, Muirfield, Auchingramont Road, Hamilton.
	comprising the parishes of—		
	Baldernock, Campsie. | Strathblane.		*J. Miller, Esq.* Craigview, Burnbank Road, Hamilton.
	Total - - -	445,097	

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	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
9	Ayr - - - - - - - - - - -	254,773	**A. Lobban**, Esq., Ayr. *D. Johnston, Esq.*, Tintagel, Dalry, Ayrshire. (*See also* No. 10.) *J. Henderson, Esq.*, Prestwick Road, Ayr.
	Total - - -	254,773	
10	Dumfries - - - - - - - - -	72,571	**D. Thompson**, Esq. Parkhurst, Dumfries.
	Kirkcudbright - - - - - - - -	39,511	*D. Johnston, Esq.*, Tintagel, Dalry, Ayrshire. (*See also* No. 9.)
	Wigtown - - - - - - - - -	32,557	*T. A. Leishman, Esq.*, Stanley Villa, Rotchell Park, Dumfries.
	Total - - -	144,639	
1	Lanark, part of. (*See* Nos. 7 and 8.) - - *comprising* the parish of Govan.	208,053	**R. Harvey**, Esq., 23, Lilybank Gardens, Hillhead, Glasgow.
	Dumbarton, part of. (*See* Nos. 6 and 8.) *comprising*— Arrochar, Bonhill, Cardross, Dumbarton (B.), ,, (L.), Kilmaronock, Luss, New Kilpatrick, Old Kilpatrick, Roseneath, Row.	94,559	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total - - -	302,612	

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
12	Renfrew	293,192	**D. Munro Fraser**, Esq., 40, Kelburn Avenue, Dumbreck, Glasgow.
	Argyll	74,241	*J. Binnie, Esq., I.S.O.*, Kilmacolm, R.S.O., Renfrewshire.
			A. M. Burdon, Esq., Kingarth, Maxwell Park, Glasgow.
	Inverness—Parish of Small Isles (*see* Nos. 17 and 18).	495	*G. Murray, Esq.*, 1, Trefoil Gardens, Shawlands, Glasgow.
	Total	367,928	

Officers attached to the Western Division.

1. **F. W. Young**, Esq., H.M. Inspector, 32, Buckingham Terrace, Botanic Gardens, Glasgow.
2. A. Cameron Smith, Esq., Junior Inspector, 1, Huntly Terrace, Kelvinside, N., Glasgow.
3. D. H. Crawford, Esq., Junior Inspector, 9, Strathmore Gardens, Glasgow.
4. A. Lang, Esq., Junior Inspector, 29, Cartha Street, Langside, Glasgow.
5. *J. Grigor, Esq.*, Sub-Inspector, Second Class, 58, Clarence Drive, Glasgow.

NORTHERN DIVISION.

G. DUNN, Esq., LL.D., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

13	Forfar, South	213,504	**J. M. Wattie**, Esq., Linton, Strathern Road, Broughty Ferry.
	consisting of— Arbirlot, Auchterhouse, Barry, Broughty Ferry (Town), Carmyllie, Dundee (B.), ,, (L.), Dunnichen, Eassie and Nevay, Forfar (B.), ,, (L.), Fowlis Easter, Friockheim, Glamis, Inverarity, Kettins, Kinnettles, Kirkden, Liff, Benvie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monikie, Murroes, Newtyle, Panbride, Tealing.		*J. W. Munro, Esq.*, Ardlogie, Leuchars, Fife.
	Perth, part of. (*See* Nos. 5 and 6.)	2,679	*J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry.
	comprising— Abernyte, Inchture, Longforgan.		(*See also* No. 14.)
	Total	216,183	

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County or District.	Population (1901).	Inspectors, Junior Inspectors and Sub-Inspectors, with their Head-Quarters.
Northern Division—*continued.*		
Forfar, North - - - - - - - - - *consisting of—*	70,578	**R. J. Muir**, Esq., Peel Place, Montrose.
Aberlemno, Airlie, Arbroath (B.), Arbroath and St. Vigean's (L.), Brechin (B.), ,, (L.), Careston, Cortachy and Clova, Craig, Dun, Edzell, Farnell, Fern, Glenisla, Guthrie, Inverkeilor, Kingoldrum, Kinnell, Kirriemuir, Lintrathen, Lochlee, Logie Pert, Lunan, Marytown, Menmuir, Montrose (B.), ,, (L.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, Stracathro, Tannadice.		*J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry. (*See also* No. 13.)
Total - - -	70,578	
Aberdeen - - - - - - - - -	313,825	**G. Dunn**, Esq., LL.D., Westbourne House, Ferryhill, Aberdeen.
Kincardine - - - - - - - - -	31,537	
Orkney - - - - - - - - -	28,699	**W. E. Philip**, Esq., 72, Forest Road, Aberdeen.
Shetland - - - - - - - - -	28,166	C. H. Rankine, Esq. (*Junior Inspector*), 185, Forest Avenue, Aberdeen.
		J. Galloway, Esq., 23, Cranford Road, Aberdeen.
		R. Topping, Esq., 36, Beaconsfield Place, Aberdeen.
		F. R. S. Walker, Esq., 11, Rubislaw Den South, Aberdeen.
		J. Moffat, Esq., 143, Forest Avenue, Aberdeen.
Total - - -	402,227	

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors and Sub-Inspectors with their Head-Quarters
	Northern Division—*continued.*		
16	Elgin	44,499	W. W. McKechnie, Esq., Elgin
	Banff	61,789	*M. Morrison, Esq.*, Elgin.
	Ross (mainland), part of.* (*See* Nos. 17 and 18).	12,725	
	consisting of—		
	West Ross, *comprising*—		
	Applecross, Gairloch, Glenshiel, Kintail, Lochalsh, Lochbroom, Lochcarron.		
	Nairn	8,721	
	* *Note.*—West Ross forms part of the Highland Division.		
	Total	127,734	

Officer attached to the Northern Division.

S. F. H. Mackay, Esq., Ph. D., Junior Inspector,
49, Waverley Place, Aberdeen.

Officers attached to the Northern and Highland Divisions.

1. **J. T. Ewen**, Esq., H.M. Inspector,
104, King's Gate, Aberdeen.
2. *J. N. Hood, Esq.*, Sub-Inspector, Second Class,
Fintragh, Midmills Road, Inverness.

HIGHLAND DIVISION.

J. L. ROBERTSON, Esq., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

Ross (mainland), part of. (*See* District No. 16.)	—	—

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District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Highland Division—*continued.*		
17	Caithness	33,870	**J. A. Macdonald**, Esq., Dingwall.
	Ross (mainland), part of. (*See* Nos. 16 and 18.)	24,036	
	comprising— Alness, Carnoch, Contin, Dingwall, Edderton, Fearn, Fodderty, Kilmuir-Easter, Kiltearn, Kincardine, Kinloch-Luichart, Logie-Easter, Nigg, Rosskeen, Tain, Tarbat, Urray.		*A. McDonald, Esq.*, Ashfield, Muirfield Road, Inverness. (*Will assist in* No. 18.)
	Sutherland	21,440	
	Inverness (Insular), part of. (*See* Nos. 12 and 18).	11,952	
	comprising— Barra, North Uist, South Uist.		
	Total	91,298	
18	Inverness. (*See* Nos. 12 and 17.)	77,628	**J. L. Robertson**, Esq., Maybank, Inverness.
	except the parishes of— *Barra*, *North Uist*, *South Uist*, *Small Isles*.		
	Ross, part of. (*See* Nos. 16 and 17.)	39,689	*M. Beaton, Esq.*, Queensgate, Inverness.
	consisting of— Lewis, 28,949 *comprising*— Barvas, Lochs, Stornoway, Uig. and Black Isle, 10,740 *comprising*— Avoch, Cromarty, Killearnan, Knockbain, Resolis, Rosemarkie, Urquhart & Logie Wester		(*To receive assistance also from Mr. McDonald. See* No. 17.)
	Total	117,317	

Officers attached to the Northern and Highland Divisions.
(*See below District No. 16.*)

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H.M. INSPECTORS OF SCHOOLS (27).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq.	7	Macnair, D. S., Esq., Ph.D.	Southern Division.
Andrew, G., Esq.	8	Michie, F. W., Esq.	1
Clark, J., Esq.	5	Millar, A. D., Esq.	6
Dunn, G., Esq., LL.D.	15	Muir, R. J., Esq.	14
Ewen, J. T., Esq.	Northern and Highland Divisions.	Philip, W. E., Esq.	15
Fleming, C. J. N., Esq.	3	**Robertson**, J. L., Esq.	18
Fraser, D. Munro, Esq.	12	**Scougal**, A. E., Esq.	1
Fraser, W. G., Esq.	Southern Division.	Smith, J. C., Esq.	4
Harvey, R., Esq.	11	Stewart, Walter, Esq., D. Sc.	Southern Division
Jamieson, F. R., Esq.	1	Thompson, D., Esq.	10
Lobban, A., Esq.	9	Thomson, A. Douglas, Esq., D. Litt.	7
Macdonald, J. A., Esq.	17	Wattie, J. M., Esq.	13
McKechnie, W. W., Esq.	16	Young, F. W., Esq.	Western Division.
		One vacancy	

JUNIOR INSPECTORS (9).

Crawford, D. H., Esq.	Western Division.	Murray, J. H., Esq.	7
Lamb, T. B. M., Esq.	8	Patrick, H. N., Esq., Ph.D.	7
Lang, A., Esq.	Western Division.	Rankine, C. H., Esq.	15
Mackay, S. F. H., Esq., Ph.D.	Northern Division.	Smith, A. Cameron, Esq.	Western Division.
Menzies, W., Esq.	7		

SUB-INSPECTORS—1st CLASS (8).

Binnie, J., Esq., I.S.O.	12	McDonald, A., Esq.	17, 18
Crombie, J., Esq.	1	Munro, J. W., Esq.	13
Gall, W. S., Esq.	4	Shanks, W. M., Esq.	8
Galloway, J., Esq.	15		
Johnston, D., Esq.	9, 10		

SUB-INSPECTORS—2nd CLASS (21).

Beaton, M., Esq.	18	Leishman, T. A., Esq.	10
Bell, W. H., Esq.	3	Macleod, D., Esq.	7
Burdon, A. M., Esq.	12	McVie, T., Esq.	11
Calder, W., Esq.	7	Miller, J., Esq.	8
Craig, J. H., Esq.	13, 14	Moffat, J., Esq.	15
Craigie, J., Esq.	2	Morrison, M., Esq.	16
Grigor, J., Esq.	Western Division.	Murray, G., Esq.	12
Henderson, J., Esq.	9	Robb, W., Esq.	1
Home, W., Esq.	4, 5	Topping, R., Esq.	15
Hood, J. N., Esq.	Northern and Highland Divisions.	Walker, F. R. S., Esq.	15
		Wilson, J., Esq.	6

The names of the Chief Inspectors are printed in heavy type.

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APPOINTMENT OF INSPECTORS.

Extract from "The London Gazette" of the 26th October, 1906.

At the Court at Buckingham Palace, the 22nd day of October, 1906.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint Walter Stewart, Esquire, M.A. and D.Sc. of Glasgow University, to be one of His Majesty's Inspectors of Schools.

Extract from "The London Gazette" of the 12th July, 1907.

At the Court at Buckingham Palace, the 6th day of July, 1907.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint Tom Bell Maxwell Lamb, Esquire, M.A. of Edinburgh University, to be one of His Majesty's Inspectors of Schools.

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PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE of COUNCIL on EDUCATION in SCOTLAND

Reports.

Report to His Majesty the King in Council, 1905–1906, with Appendix. [Cd.—2943.] Price 4*s.* 2*d.*

Report to His Majesty the King in Council, 1906–1907. [Cd.—3521.] Price 2½*d.*

Report for the year 1906 by J. Struthers, Esq., C.B., LL.D., on Secondary Education in Scotland. [Cd.—3207.] Price 4*d.*

Reports on, and Papers relating to, the Training of Teachers for the year 1905–1906. [Cd.—3550.] Price 5½d.

General Reports for the year 1906, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [Cd.—3437.] Price 2*d.*; [Cd.—3411.] Price 3½*d.*; [Cd.—3398.] Price 2*d.*

Thirty-fourth Annual Report by the Accountant for Scotland to the Scotch Education Department. [Cd.—3507.] Price 6d.

Reports and Statistics relating to Continuation Classes and Central Institutions for the year 1905-1906. [Cd.—3472.] Price 8*d.*

Report for the year 1906 by James J. Dobbie, Esq., D.Sc., F.R.S., on the Royal Scottish Museum. [Cd.—3349.] Price 1½*d.*

General Report by Dr. W. Leslie Mackenzie, on the Teaching of School and Personal Hygiene to Students in Training as Teachers in Scotland. [Cd.—3443.] Price 1*d.*

Codes, Minutes, etc.

Code, 1907. [Cd.—3388.] Price 3*d.*

Code for Continuation Classes, 1907. [Cd.—3482.] Price 2½*d.*

Minute dated 19th July, 1906, providing for Special Grants in aid of certain School Boards in Scotland. [Cd.—3082.] Price ½*d.*

Minute dated 9th March, 1907, providing for the distribution of the General Aid Grant. [Cd.—3387.] Price 1*d.*

Regulations for the Preliminary Education, Training, and Certification of Teachers for various Grades of Schools, 1907. [Cd.—3390.] Price 3½*d.*

Regulations as to Grants to Secondary Schools, 1907. [Cd.—3600.] Price ½d.

Memorandum on the Teaching of English in Scottish Primary Schools. [Cd.—3410.] Price 2*d.*

Memorandum on the Teaching of Arithmetic in Primary Schools. [Cd.—3448.] Price 1½*d.*

Memorandum on the Study of Languages. [Cd.—3546.] Price 1½d.

Returns.

Return showing (1) the Expenditure from the Grant for Public Education in Scotland in the year 1906; (2) a list of Day Schools aided from Parliamentary Grant, with Statistics relating thereto, for 1905-1906, and Supplementary Lists of Schools, &c.; and (3) Summarised Statistics of Day Schools in receipt of Annual Grants under the Code for the year ended 31st August, 1906. [Cd.—3381.] Price 8½*d.*

Return "showing the extent to which, and the manner in which, Local Authorities in Scotland have allocated and applied funds to the purposes of Technical Education, during the year ending 15th day of May, 1906, under the following Acts:—Local Taxation (Customs and Excise) Act, 1890; Education and Local Taxation Account (Scotland) Act, 1892; Technical Schools (Scotland) Act, 1887; Technical Instruction Amendment (Scotland) Act, 1892; and Public Libraries Acts." [H.C.—107.] Price 6*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz.: Wyman and Sons, Ltd., Fetter Lane, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

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MINUTES.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 19th July, 1906, providing for Special Grants in aid of certain School Boards in Scotland.

At Dover House, Whitehall, the 19th day of July, 1906.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved as follows:—

(1) If the Scotch Education Department is satisfied that the Expenditure of a School Board during the year ended 15th May, 1906, was such that the expenditure met or to be met by rates exceeded the produce of a rate of eighteenpence in the pound, the Department may make, in addition to any other grants, a special grant equal to three-fourths of the excess.

(2) The expenditure of a School Board met or to be met by rates will be ascertained from the Account for the year named submitted to the Accountant for Scotland, in terms of Sections 48 and 49 of the Education (Scotland) Act, 1872, and will be the amount by which the expenditure as shown therein, excluding expenditure from loans and any balance overdrawn at the beginning of the year, exceeds the receipts from sources other than rates, excluding receipts from loans and any balance in hand at the beginning of the year.

(3) The produce of a rate of eighteenpence in the pound for any School Board will be taken to be the amount which is proportionate to the total produce of the rate actually levied, including the total amount of grant received under the Agricultural Rates Act, 1896, for the year ended 15th May, 1906. Such total produce should be exclusive of any arrears of the rate levied for the year ended 15th May, 1905, which may happen to be collected within the year ended 15th May, 1906; but should include any amounts in arrear at the latter date which may be regarded as recoverable.

(4) Grants will not be paid under these Regulations until the necessary provision has been made by Parliament, nor will grant be paid to a School Board until the Account named in Section 2 has been received and examined by the Accountant in Edinburgh.

(5) These Regulations apply to payments for the financial year 1906–7, the special grants being restricted to that year.

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COPY OF CIRCULAR (No. 394) ISSUED TO CERTAIN SCHOO BOARDS WITH MINUTE OF 19TH JULY, 1906.

Scotch Education Department,
30th July, 1906.

SIR,

I am directed to enclose, for the information of your Board, a copy of the Minute governing the payment of Special Grants in aid of certain School Boards in Scotland, which has been presented to Parliament.

If your Board consider that they have a claim to participate in these Grants, I am to request that they will, in the first instance, fill up one of the two Forms enclosed, and **return it with as little delay as possible.**

Forms of claim will be issued to the Boards who appear to be entitled to share in the Grants, at a later date, when the necessary provision of money has been made by the House of Commons.

I have, etc.,

J. STRUTHERS.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 9th March, 1907, providing for the Distribution of the General Aid Grant.

MEMORANDUM.

The distribution of the General Aid Grant proposed in this Minute differs from that of the corresponding Minute of last year in the following respects:—

The estimate of the General Aid Grant for the year ending 31st March, 1908, includes a revote of a sum of £75,000 in part consideration of balances of the General Aid Grant for 1904–5 and 1905–6, which have been, or will be, surrendered. Section I. of the present Minute provides for the distribution of this sum.

Section II. deals with the application of the normal General Aid Grant, and after providing for certain expenses connected with the Training of Teachers and provision of bursaries (Sections II. A. and B.); for special aid to certain School Board districts in the Highlands (Section II. C.); and for aiding the supply of teachers in small schools (Section II. D.), distributes the *whole* of the balance to School Boards and School Managers in relief of their general expenditure.

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At Dover House, Whitehall, the 9th day of March, 1907.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

That the General Aid Grant included in the Parliamentary Vote for Public Education, Scotland, for the year ending 31st March, 1908, shall be applied as follows:—

I. The sum of £75,000 shall be applied towards the making of grants in aid of capital expenditure incurred for the following purposes:—

(A). For the acquisition under Section IX. of Their Lordships' Minute of 30th January, 1905, of Training College premises by the Committees established under the said Minute, in so far as the purchase price, or consideration to be given, shall have been approved by the Department.

(B). In providing buildings or equipment necessary for the purpose of giving advanced technical instruction in any recognised central institution, or in any institution devoted solely to the purpose of giving technical instruction, the benefits of which are, in Their Lordships' opinion, available for the population of a sufficiently wide area.

(C). In providing buildings or equipment necessary for the greater efficiency of the instruction given in such special institutions as blind asylums, schools for the deaf and dumb, and the like, in cases where the benefits of the institution are, in Their Lordships' opinion, available for the population of a sufficiently wide area.

Provided that in making grants under either of the foregoing sub-sections, the objects of the expenditure shall be approved by Their Lordships, and that there shall be an adequate local contribution towards the purposes for which the grant is made.

(D). In providing such initial equipment as may be required for supplying industrial training to boys and girls resident in the Island of Lewis in accordance with the proposals contained in the report of the Lewis Local Committee, 1903, or such other proposals of local authorities in that Island as may be approved by the Department, and for making, subject to the approval of the Department, similar provision in such other of the districts of the Congested Districts Board as the Board may recommend.

Applications for grants under this Section should be lodged before the 1st July, 1907.

II. The remainder shall be applied—

(A). In making payment to the Committees established under Their Lordships' Minute of 30th January, 1905, of

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such sums as shall be required to meet the expenditure incurred by them with the approval of the Department in the training of teachers.

(B). In adding a sum not exceeding £40,000 to the amount allocated to County and Burgh Committees for Secondary Education under the Department's Minute of 10th June, 1897, the proportion of the increased grant accruing to each Committee to be applied to the provision of bursaries or maintenance allowances in accordance with Article 57 of the Regulations for the Preliminary Education, Training, and Certification of Teachers for various grades of Schools.

Of this sum an amount not exceeding £2,000 will be reserved for the provision by the Department of additional bursaries in the Counties of Inverness, Argyll, Ross, Sutherland, Caithness, Orkney and Shetland, upon consideration of proposals submitted to the Department by the Secondary Education Committees of the Counties named.

(C). (1) In making payment of a sum, not exceeding £1,500 in all, to those School Boards in the Highlands and Islands which are under the Department's Minute of 4th March, 1895, towards the cost of new buildings, or of the repair and upkeep of existing buildings, or for other like purposes, in respect of the schools within the districts of such School Boards.

(2) In making a grant of £10 on account of each school attended by Gaelic-speaking children, on the staff of which there has been, for not less than six months of the school financial year, at least one Gaelic-speaking teacher other than a pupil-teacher, who is reported by His Majesty's Inspector to have made effective use of his knowledge of the language as an aid in instructing Gaelic-speaking pupils in the various subjects taught, including English.

(D). In making payments in aid of the provision of a properly qualified teaching staff as follows:—

(1) To each school with a weekly average number on the roll of 75 or under, on the staff of which, in addition to the principal (certificated) teacher, at least one other teacher having the qualifications prescribed by Article 79 of the Code (or any higher qualification) shall have been employed for not less than six months of the school financial year ending between 28th February, 1907, and 31st January, 1908, a sum of £40.

(2) To each school with a weekly average number on the roll of 125 or under, in which, in addition to the principal (certificated) teacher, at least two other teachers with the qualifications described above shall have been so employed, a sum of £30.

(3) To each school with a weekly average number on the roll of 180 or under, in which, in addition to the principal

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(certificated) teacher, at least three other teachers with the qualifications described above shall have been so employed, a sum of £20.

The foregoing payments shall be increased by the sum of £10 in each case in which the minimum additional staff stipulated for as above comprises at least one certificated teacher, or, in the case of schools with a weekly average number on the roll of over 125, two certificated teachers.

The weekly average number on the roll referred to in each of the foregoing sub-sections shall be the average number per week on the roll for the school financial year for which Annual Grant is payable ending between 28th February, 1907, and 31st January, 1908, inclusive.

The foregoing payments may be withheld or reduced in cases where it is not shown to the satisfaction of the Department that the staff stipulated for has been employed during the whole time the school is open, or where the grant as aforesaid would exceed the expenditure incurred in providing the additional staff.

For the purposes of this Minute the Higher Grade Department of a school shall not be reckoned as a separate school.

Where in any year the weekly average number on the roll exceeds by not more than 5 one or other of the numbers specified in the foregoing sub-sections, the grant shall nevertheless be paid, as if this number were not exceeded, in those cases in which it is shown that the average of the weekly average number on the roll of the three preceding years is not more than the number specified.

The various grants payable under the foregoing Sections II. *C.* (2) and *D.* shall in each case be conditionally payable with the Annual Grant for the school financial year ending within the period named.

(E). The balance of the sum voted, after providing for the foregoing payments, shall be distributed to School Boards and to School Managers in respect of the day schools under their management, which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict., cap. 62, sec. 67), the distribution being made in proportion to the average attendance in each school upon which annual grant is payable for the school financial year ending between the 28th February, 1907, and the 31st January, 1908.

The grant under this section will be payable towards the end of the financial year ending 31st March, 1908, as soon as possible after the amount of the balance available for distribution has been ascertained.

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CIRCULARS.

LEAVING CERTIFICATE EXAMINATION.

Proposed Change of Date of Written Examination.

(Circular to School Boards and Managers.)

C. 402.

Scotch Education Department,
26th November, 1906.

Sir,

Adverting to Their Lordships' Circular letter of the 31st July, 1906 (No. 399), I am directed to state that numerous bodies of Managers have favoured the Department with an expression of opinion regarding the proposed alteration in the date of the written portion of the Leaving Certificate Examination. An analysis of these communications brings out a remarkable diversity of view. Approval and disapproval balance one another almost exactly. It is particularly striking to find that the cleavage is in no sense a local one. The difference which is apparent over Scotland as a whole is reproduced in much the same proportion in nearly every separate district.

In the circumstances explained it would obviously be undesirable to carry into immediate effect the change suggested. Accordingly, in 1907 the Written Examination will be held in June, as hitherto. Meanwhile, those most intimately concerned might well give further consideration to the question. The Department are anxious that, when the step is actually taken, it should have the cordial support of Managers and teachers everywhere. They are convinced of the soundness of the educational reasons underlying the original proposal, and they fully anticipate that, on reflection, the force of these will be appreciated by not a few whose first impressions were altogether adverse. Additional representations will be carefully weighed, if received before March 15th.

In connection with this matter I am to draw your attention to the recent announcement as to the discontinuance of the Honours Papers after 1907.* Taken along with the revised regulations for the Intermediate Certificate, it indicates plainly the direction in which the Department deem it desirable that the Examination should be allowed to develop. Some of the letters referring to the proposed change of date show clearly that misunderstanding upon this point is widespread. Almost without exception, the specific objections put forward are based on a fundamental misconception as to the relation in which the Leaving Certificate Examination ought to stand to the work of a school. The written papers, the value of which is incidental

* See Report on Secondary Education (Scotland) for 1906, now on sale, price 4d., by post 5½d.

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only, are too often regarded as things by themselves,—a purely external test, the real function of which is to bring artificial pressure to bear on teachers and on individual pupils,—with the result that this portion of the Examination inevitably tends to assume a greatly exaggerated importance. As a matter of fact, the Department's aim is so to organize the system as to secure both a thoroughly trustworthy record of a pupil's actual attainments in certain definite branches of study and also a reasoned verdict on his general ability and on the manner in which he has acquitted himself all through his curriculum. Education should be looked upon as a continuous process, not merely as a preparation for recurrent annual examinations, and it is a grave mistake to suppose that, when the Written Examination of any one year is over, the pupil ought to throw aside his old studies and embark upon new. The absence of set books in the Leaving Certificate Examination is a great advantage from this point of view. With the co-operation of the School Authorities the realization of the ideal just outlined ought not to prove impossible.

I have, etc.,

J. STRUTHERS.

DATE OF WRITTEN EXAMINATION, 1908.

(Circular to School Boards and Managers.)

C. 405.

Scotch Education Department,
15*th May*, 1907.

SIR,

Adverting to the Department's Circular Letter of 26th November, 1906 (No. 402), I am directed to state that the Department have now been favoured with further expressions of opinion regarding the proposed alteration in the date of the written portion of the Leaving Certificate Examination. The whole question has once more been most carefully considered in the light of these and of the original communications. As a result, the balance of advantage appears to be strongly on the side of the earlier date, and it has accordingly been decided that in 1908 the Written Examination shall commence upon Tuesday, April 7th, at 10.30 a.m. For the more exact information of the various school authorities a copy of the Time Table is appended hereto.

The strong educational reasons that have prompted this decision have already been set before Managers, and it is not necessary to restate them now. It may, however, be pointed out that those correspondents who still find difficulty in reconciling themselves to the new order of things, base their

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objections upon one or other of two grounds, neither of which commends itself to the Department as adequate. On the one hand, it is suggested that, as soon as the Written Examination is over, teachers must at once set about reorganising their classes and reclassifying their pupils—a suggestion which springs from a fundamental misconception as to the relation in which the Leaving Certificate Examination ought to stand to the work of a school. On the other hand, it is sometimes frankly averred that it is hopeless to look for earnest work from pupils except under the stimulus of a prospective external examination —an attitude of mind that surely betrays grave misunderstanding of sound educational methods.

From the appended Time Table it will be seen that advantage is to be taken of the alteration in date, and of the concurrent disappearance of Honours, to effect a redistribution of the papers in such a manner as to relieve as much as possible the stress which so serious an examination inevitably involves. As already announced, the Higher English paper will be broken up into three parts, the second and third of which will be devoted to History and Geography respectively. The Department have at present under consideration the desirability of issuing specimen papers in the last-named subjects; it seems possible that teachers might welcome some such general guidance. In Latin, Greek, French and German there will be substituted for the single Higher Grade paper of three hours duration, two papers for each of which two hours will be allowed. In French and in German, candidates in the Higher Grade will henceforth have to submit to a dictation test in the foreign language. It will also be noted that the papers in Commercial French and Commercial German will in future be allotted two hours each, instead of one hour and a half.

I have, etc.,

J. STRUTHERS.

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LEAVING CERTIFICATE (Written) EXAMINATION, 1908.

Time Table.

Day.	To commence	Morning.	Interval.	To commence	Afternoon.	Exam. concludes
		hrs.			hrs.	
Tuesday, April 7th	10.30 a.m.	Lower English - - (2½) Higher „ I. - (2)	1—2 p.m.	2.0 p.m.	Higher English II. (1) 3.30 p.m. Higher English III. (1 hr.)	4.30 p.m.
Wednesday, April 8th	10.0 a.m.	Lower Mathematics I. (2) Higher „ I. (2)	12—1 p.m.	1.0 p.m.	Lower Mathematics II. (2) Higher „ II. (2) } 3.30 p.m. Geometrical Conics (1½ hrs.)	5.0 p.m.
Thursday, April 9th	10.0 a.m.	Lower Mathematics III. (1) Higher „ III. (2)	12—1 p.m.	1.0 p.m.	Bookkeeping (3 hrs.), *or* Gaelic (3 hrs.), *or* Italian (3 hrs.).	4.0 p.m.
Friday, April 10th	10.0 a.m.	Lower Latin - - (2½) Higher „ I. - - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher Latin II. - (2) *or* Commercial German (2) } 4.0 p.m. Dynamics (1½ hrs.)	5.30 p.m.
Monday, April 13th	10.0 a.m.	Lower German - (2½) Higher „ I. - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher German II. (2) *or* Spanish - - (3) } 4.0 p.m. Analytical Geomy. (1½ hrs.)	5.30 p.m.
Tuesday, April 14th	10.0 a.m.	Lower Greek - (2½) } or Commercial Arithmetic (2) Higher „ I. - (2) }	12.30—1.30 p.m.	1.30 p.m.	Higher Greek II. - (2) *or* Commercial French (2)	3.30 p.m.
Wednesday, April 15th	10.0 a.m.	Lower French - - (2½) Higher „ I. - (2)	12.30—1.30 p.m.	1.30 p.m.	Higher French II. (2)	3.30 p.m.

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Latin Pronunciation.

Circular to School Boards and Managers.

C. 404.

Scotch Education Department,
25th March, 1907.

Sir,

I am directed to draw your particular attention to the enclosed Summary of Recommendations in Regard to the Pronunciation of Latin.* It was drawn up by a Committee of the Classical Association of Scotland, and has now been adopted by the Association as a whole.

I am to remind you that teachers have long been sensible of the very serious inconveniences entailed by the lack of any common understanding on this important question. Where there is no kind of agreement between schools and Universities, or even between one school and another, confusion inevitably results; and with the confusion come misunderstanding, and waste of energy and of time. The advantages that would attach to a uniform convention are correspondingly conspicuous. The Syllabus embodied in the leaflet which accompanies this letter has been very carefully considered by the best authorities on the subject in Scotland. The proposals made do not, of course, profess to represent the actual system of pronunciation in use amongst the Romans, but they are believed to form as close an approximation thereto as it seems practicable to aim at in schools. Nor ought there to be any great difficulty in securing adherence to the scheme outlined. As a matter of fact, it is probable that in actual practice the majority of our Scottish schools have to some extent anticipated the suggestions that are here put forward.

Hitherto, in the absence of a uniform convention that was likely to be generally accepted, the Department have refrained from laying down specific instructions as to the pronunciation of Latin; but now that a convenient agreement appears to have been arrived at, through the medium of a body specially qualified to crystallize expert opinion, the reasons for inaction no longer apply. Henceforward, unless formal notification to the contrary is made beforehand, and unless good reason can be shown for departure from the accepted convention, the Department will expect that in all schools under their inspection the recommendations adopted by the Classical Association will be acted upon; and His Majesty's Inspectors will be instructed accordingly. In those instances where different principles have up till now been in vogue, it will be sufficient if the new pronunciation is introduced in the Junior Classes at the beginning of next session.

* Copies of the Summary can be obtained, Price 1d., by Post 2d., from James Thin, 55, South Bridge, and 1 & 2, Lindsay Place, Edinburgh, or from H. and J. Pillans & Wilson, 86, Hanover Street, Edinburgh.

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I am to add that in Scotland the aspect of Latin pronunciation that is liable to be most seriously neglected is Quantity—the very element that is of supreme importance for a proper understanding of Latin poetry as well as for a due appreciation of some of the highest qualities of Latin prose style. With the view of securing that more attention shall be paid to this matter, the Department have now under consideration the desirability of introducing at an early date a definite *oral* test to be applied to all individual pupils who are candidates in Latin at the Leaving Certificate Examination. Teachers should take note that ere long each of these pupils may be required to read aloud with fluency and expression, and also with correctness as regards quantity, an extract from some Latin text which has been studied in school during the session.

I have, etc.,

J. STRUTHERS.

SUMMARY OF RECOMMENDATIONS

IN REGARD TO

THE PRONUNCIATION OF LATIN

ADOPTED BY THE CLASSICAL ASSOCIATION OF SCOTLAND, AND APPROVED BY THE SCOTCH EDUCATION DEPARTMENT.

I. QUANTITY.

1. Quantity does not mean loudness or emphasis, but duration in time.

2. Latin should be pronounced more slowly than English, and with a slighter accent. (The Latin accent fell on the penultimate syllable, if that syllable was long; if it was short, on the antepenultimate: *redíbat*, *redíbimus*. In a word of two syllables it fell on the first syllable: *rédit*.)

3. Verse should never be read without attention to its metrical form.

4. Quantity should be observed, and acquired by the ear, from the earliest stages of teaching.

5. In particular, care must be taken to avoid shortening an unaccented long syllable (*cūrántem*, *amīcítia*), or lengthening an accented short one (*lăbor*, *ăvidus*, *amicĭtia*).

6. Double consonants, giving "length by position," should be pronounced separately, as in Italian, one in one syllable, the other in the other (*an-nus*); but a mute with *l* or *r* did not make the syllable long in ordinary speech unless the letters were in separate words or separate parts of a compound word (*rĕ-pressit*, but *ab-rumpo*; *tenĕ-brae*, but *teneb-rae* sometimes in verse).

7. Syllables elided in verse must be made audible in reading. It is only for scansion that they disappear altogether.

8. "Hidden quantities" are often doubtful or unimportant, but in a few instances they furnish a useful distinction (*e.g.*, *ēst* from *edo*, *ĕst* from *sum*), and sometimes the formation of the word makes them obvious (*e.g.*, *ĭsti=ivisti*).

II. THE SYSTEM OF SOUNDS.

The purpose of the following scheme is practical rather than theoretical: what is proposed is such an approximation to the ancient pronunciation as may reasonably be expected in ordinary teaching.

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A.—Consonants.

As in English, generally.

The most important exceptions are:—

c, *g*, *t*—*always* hard (as in *c*at, *g*et, *t*en), whatever vowel may follow.

Consonantal *i* (*j*)=*y*.

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s is believed to have been always hard, as *s* in *sing*, *ce* in *face* (*urbs* like *urps*: *hiems* like *hiemps*, as it is sometimes spelled, cf. *sumpsi*: *exul*=*eksul*, not *egzul*).

Consonantal *u* (*v*) may be pronounced as *v*. It is generally believed, although it is not proved beyond doubt, that it was like our *w*, but there is no practical gain, as regards quantity, in adopting that sound.

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ch when it occurs in Latin words (*e.g.*, *pulcher*) need not be differentiated from *c* (*k*).

Final *m* was probably a sonant nasal, or in some way attenuated (hence elided in verse).

n before *c*, *g*, and *qu*, as in *ring*.

r wherever it occurs should be trilled or pronounced distinctly (*not* as in England).

B.—Vowel-Sounds.

Note.—When several words are given as examples, it is not meant that they are all exactly alike, but that together they will give some idea of the sound required.

ā (sānus)	f*a*ther, *a*lms.
ă (grăvis)	grandf*a*ther, footp*a*th: *a*part, *a*vailable, sympathy (but the *a* here is not a pure *a*-sound: these three words illustrate the shortness of short *a* rather than its quality).
ē (lēnis)	bay.*
ĕ (lĕvis)	g*e*t.
ī (fīdus)	p*i*que: qu*ee*n.*
ĭ (cĭnĭs)	h*i*t, fl*i*t, *i*naudible.
ō (prōnus)	l*ow*,* al*o*ne.
ŏ (ŏvis)	g*o*t.
ū (fūmor)	w*oo*ed, intr*u*de, intr*u*sion, m*oo*n.*
ŭ (tŭmŭlus)	s*u*perfl*u*ous, b*oo*k, f*u*ll.

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au (aurum)	f*ow*l, c*ow*.
eu (ceu)	n*ew* (not quite exact, but sufficiently so).
ui (huic)	French *lui*, *oui*: *we* (*N.B.—huic*, *cui* are sometimes in verse disyllabic, *huĭc*, *cuĭ*, as *ruĭn*).

The following present greater difficulties:—

ae (Caesar)	may be differentiated from ē by giving it either (*a*) the sound of German *ä*, or *ĕ* prolonged, so that, *e.g.*, the first two vowel-sounds in *praeterunt* differ in quantity only, or (*b*) the sound of *eye*, *high*, *sigh*. The former is probably nearer the pronunciation of Cicero's time.
oe (foedus)	may be given either (*a*) the sound of German *ö* or (*b*) the sound of *oi* or *oy* (*boy*, *boil*).

Hitherto both *ae* and *oe* have usually been pronounced like *ē*, and the Association does not consider that there are sufficient grounds for departing from this custom.

ei (Proculeius);	by pronouncing *e* and *i* separately and then fusing the sounds, a sound like that of *ē* is arrived at.

* A *single* vowel-sound is meant. The diphthongal character often given to words like these, especially in England, should carefully be avoided.

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C.—Greek letters used in Latin.

z	as *dz* in *adze*, or, at the beginning of a word, as English *z*.
ch	*k-h*, not as *k* (nor as *ch* in *chair*), but rather like Scotch or German *ch* (*loch*), though with a more distinct *k*-sound.

For the purposes of ordinary Latin teaching, *th* and *ph* may be pronounced as in English, and *ȳ*, *y* as *ī*, *ĭ*.

G. G. RAMSAY,
President of the Classical Association of Scotland.

W. R. HARDIE,
Convener of Committee on the Pronunciation of Latin.

DEFECTIVE CHILDREN (SCOTLAND) ACT, 1906.

(Circular to School Boards.)

C. 400.

Scotch Education Department,
4th August, 1906.

SIR,

I am directed to call the attention of your Board to the Education of Defective Children (Scotland) Act, 1906, which has now received the Royal Assent. According to the terms of this Act, a School Board is empowered to make special provision, either alone or in combination with other School Boards, for the education, medical inspection, and, where required, for the conveyance to and from school of epileptic or crippled or defective children* between five and sixteen years of age, and to defray the cost thereof out of the School Fund.

Looking to the powers thus conferred upon School Boards, as well as to the provision already made in Article 20 II of the Code for grants from the Parliamentary Vote towards the expenses which may be incurred by School Boards and other Managers in the instruction of defective and epileptic children, my Lords trust that your Board will carefully consider whether they should not now make special provision of the nature specified in the Act for any such children who may be resident within their district. They should, at all events, ascertain in the first place what children, at present in schools under their charge, fall under the definitions contained in the Act, and secondly, ascertain similarly the number of such children within their district who are not in attendance at any School. The

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* Section 2 of the Act is as follows :—

In this Act the following words and expressions have the meanings hereinafter assigned to them (that is to say) :—

The expression "epileptic children" means children who, not being idiots or imbeciles, are unfit, by reason of severe epilepsy, to attend the ordinary schools :

The expression "defective children" means children who, not being imbecile, and not being merely dull or backward, are, by reason of mental or physical defect, incapable of receiving proper benefit from the instruction in the ordinary schools.

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Board's enquiry as to what children are to be regarded as "defective" should be conducted through a Medical Practitioner.

Boards who, after making this investigation, may resolve that it is desirable to make special provision for children in their district, would do well to make themselves acquainted with the working of schools of this kind already in existence. Among such schools are those under the principal educational authorities in England. Special provision has also been made by the Glasgow School Board in this direction for some years past.

If the circumstances of the district are not such as, in the opinion of the Board, would make such special provision necessary, the Department would be glad to have, at all events, a statement as to the number of children who fall under the foregoing definitions, and what simpler measures the Board would propose, with a view to giving effect to the desire of Parliament as indicated in the Act.

I have, etc.,

J. STRUTHERS.

USE OF SCHOOL PREMISES OUT OF SCHOOL HOURS.

(*Circular to School Boards.*)

C. 401.

Scotch Education Department,

4th August, 1906.

SIR,

The attention of the Department has recently been called to the fact that the use of the school premises out of school hours is occasionally granted by School Boards without sufficient precaution being taken to guard against injury to the premises (more especially to the school benches, which are ill-adapted for the use of adults), or other prejudicial results occurring through such use.

There is reason to believe that travelling concert companies and the like are frequently successful in obtaining the parish school-room at a very trifling cost to cover the expense of lighting and cleaning, &c., even in cases where a public hall might have been hired by them for a reasonable sum.

Apart from other objections to the practice, there is a serious danger of its being a means of spreading infectious sickness. Their Lordships have consequently felt it Their duty to warn Managers that it would be well to exercise greater caution in future in allowing a school to be used, either with or without payment, for the purpose of entertainments, more particularly if some other suitable building is obtainable in the district.

I have, etc.,

J. STRUTHERS.

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MEMORANDUM

ON THE

TEACHING OF ENGLISH

IN

SCOTTISH PRIMARY SCHOOLS

PREFATORY NOTE.

THE present is the first of a series of Memoranda which it is intended to issue at short intervals. As is well known, it has for years past been the policy of the Department (as expressed in the Code) to refrain from prescribing in detail the courses of instruction in the various school subjects. Teachers and managers have been left free to formulate their own proposals for consideration and approval. There is no thought of departing from this policy which, though not without its disadvantages in certain cases, has yet given a stimulus to independent deliberation upon questions of curriculum, and thereby a directness of purpose and aim to individual work, the effects of which are becoming increasingly visible in our schools. The task of laying down a suitable course in any given subject is, however, by no means an easy one, and the Department has been repeatedly appealed to for guidance. It is in response to these appeals that the preparation of the Memoranda has been undertaken.

It follows from what has been said that, as a rule, no attempt will be made to formulate a definite scheme of instruction. A definite scheme must be relative to the particular school to which it is to apply, and must take account of many circumstances, such as the size of the school concerned, the extent to which the classes are subdivided, and, above all, the contribution which the home may be depended upon to make towards the education of the children,—considerations which are

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foreign to a general discussion. But an endeavour will be made to present clearly the end and aim of instruction in each separate branch, and the inner articulation and development of its subject matter, as well as to indicate certain leading principles which should be kept in view in the preparation of detailed syllabuses. Furthermore, the Memoranda are not put forward as final or authoritative documents. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. But criticisms and suggestions will be welcomed and will be carefully weighed, with a view to issuing revised editions, from time to time, as experience may prompt. All that is expected, therefore, is that the Memoranda will receive the thoughtful consideration of teachers and managers in the framing of their syllabuses, in order that no radical departure may be made from the general principles advocated without a deliberate judgment as to the reasons which justify such a departure.

It may be explained that the present Memorandum is a revision of a similar document, originally prepared for this Department, but communicated to the Board of Education for use in the preparation of the "Suggestions" recently published by them. It has been selected to begin the series, partly because the Department desires to emphasise its sense of the paramount importance of English in the curriculum of the Primary School, and partly because the subject itself has been under the Department's consideration for a longer time than any of the others. Although it is the needs of the Primary School that have been chiefly kept in view, not a little of what is said is equally applicable to the elementary stages of English study in all Scottish Schools.

Scotch Education Department.

March, 1907.

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MEMORANDUM

ON THE

TEACHING OF ENGLISH

IN

SCOTTISH PRIMARY SCHOOLS

I.

Introductory.

§ 1. Aim.

The teaching of English in the Primary School aims simply at enabling the pupils to understand, enjoy and use good English of moderate difficulty, whether spoken or written. Spelling, Grammar, Etymology, &c., are to be regarded solely as means to this end, and pursued only so far as they conduce to it. Its attainment involves the systematic cultivation of thought and feeling as expressed in language. Hence the paramount importance of English in the Elementary Curriculum.

§ 2. Incidental Practice in English.

To English thus defined all other subjects lend their aid, in so far as they employ language as a medium of communication. All subjects, therefore, and all the ordinary routine of school life, give opportunities for incidental practice in English, which the teacher should use by making, and by insisting that the pupils make, all oral communications in good English, well pronounced, and thrown (if need be) into complete grammatical form. But such practice is incidental only. Correction of errors, or insistence on grammatical completeness, should not be pushed so far as to impede fluency or to distract attention from the matter in hand. The teaching of correct forms of speech belongs, in fact, to the systematic exercises about to be described; but, as correct forms are learned, they should be practised on all occasions, else the benefit of the systematic instruction will be lost.

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§ 3. Systematic Instruction begins with Speech.

Systematic instruction in English should begin with speech. Command of spoken English is not only of obvious practical value, and a thing to be acquired for its own sake, but supplies the best foundation for the study of the written language. It follows that, where the children's command of English on entering school is small, the introduction of Reading should (if the age of the children permit it) be postponed till a certain degree of oral proficiency has been attained. Otherwise English names and sounds come to be associated primarily with symbols, not with things, whatever be the system adopted for the teaching of Reading.

4. Application to Scotland.

The general problem, then, is to increase the child's knowledge of English by getting him to listen and to read, and his command of it by getting him to speak and to write. But the second of these processes must wait on the first, for children always understand more words than they use. This obvious truth has a peculiar force in its application to the teaching of English in Scotland. The mother-tongue of most Lowland children is so like English that they can understand simple spoken English to some extent when they enter school, though they cannot use it freely. Yet Lowland Scots, being historically a national language, possessing a literature to which the children will be introduced some day, is not to be treated like a provincial dialect. The teacher should not discourage its use by the children in those familiar talks through which he seeks to give them confidence, nor hesitate to use it himself when English fails as a means of communication.

§ 5. Classification for English.

These principles plainly apply in full force to the case of Gaelic-speaking children. But even Lowland children vary greatly in their initial attainments in English, and the teacher's first business is to ascertain approximately what each child's attainments are, and to classify for English accordingly. This will, in the first place, suggest how long Reading should be deferred. The application to composition is still more important, and will be discussed hereafter. And, in general, it is evident that, with such diversities of initial attainment, as between school and school, the same discipline

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cannot be applied at the outset to all schools alike, nor the same results expected from all at the end of the course.

II.

The Understanding and Appreciation of English.

(a) *The Understanding of English.*

§ 6. Special Province of Literature.

In the field available for the training of intelligence, English is not sharply delimited from other class subjects. But one part of that field may fairly be regarded as its peculiar property. It is the special province of Literature to deal with human motive, character and action. The main aim of the literature lesson, therefore, on this side. is to increase the child's knowledge of human nature, and, in so doing, to add to his stock of ideas about life, to give them precision, and to bring them into new relations. The mental processes involved, being in no sense peculiar to English, need not be discussed here. It will be enough to indicate the forms of literature appropriate to the Primary School, and to outline a method by which they may be taught.

§ 7. School Literature.

School Literature should deal chiefly with human action, and should therefore be principally narrative (or dramatic) in form, proceeding from folk tales and songs to fables and parables, myths and legends (whether in prose or in verse), romance and adventure, history and biography. It should also include sketches of travel and discovery, and descriptions of unfamiliar phenomena or processes likely to excite curiosity and imagination. Familiar aspects of nature, on the other hand, are best studied direct. Simple lyrics are always suitable; and some elegiac poetry of an obvious kind, even some very easy specimens of oratory and argument may be attempted with the highest class; but there is little room for reflective, and none for purely subjective literature. Stories of child-life are naturally suitable for children, provided they be not too trivial. The simple conditions of primitive life are also easily realised by children; but many aspects of modern life may be made at least as interesting. For Scottish children the picturesque story of their own land is peculiarly appropriate, and so are some Scottish songs,

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poems and ballads. Nor should tales and poems of merely local repute be disdained in their native localities, for they lie at the roots of popular literature.

§ 8. Literature and Reading.

Whether Reading be begun at once or not, the teaching of literature should at first be entirely oral; it should continue to be largely oral until the mechanical difficulties of Reading have been mastered; and to the end of the Elementary Course the reading of good literature aloud by the teacher should form a regular exercise. The main purpose of the lesson should be kept steadily in view, and not subordinated to, or needlessly complicated with, the mechanical art of word-naming, or the accomplishment of elocution.

§ 9. Extracts and Continuous Reading.

When the mechanics of Reading have been mastered, the scheme of work should provide for continuous reading as well as for the reading of extracts from class-books of the ordinary type. The ordinary class-books, being designed primarily to increase the children's power of understanding English, should be carefully graded in point of difficulty, yet always hard enough to require constant effort. Each lesson should be of a length, or be divisible into lengths, comprehensible at one reading, and should have a certain unity and completeness. The books chosen for continuous reading, being intended primarily to give that enjoyment which comes from the unembarrassed exercise of power, should be easier than the class-reader: they should be read more rapidly, with attention rather to matter than to language; and in the upper classes they should be read silently. (*See* § 25.) But in the last two years of the course one or two pieces of the same difficulty as the lessons in the class-book, but of considerably greater length, ought to be studied minutely in respect of construction, as well as of matter and language, in order to develop the power of sustained attention, and to prepare for the work of the Supplementary Course.

§ 10. Class Reading in the Lower Classes

In the lower classes, new words having been picked out, attacked and classified according to the system of reading adopted in the school, the whole lesson might be read rapidly by some of the best readers. Others might then attempt to give the gist of it in their own

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ords. If no one succeeds, the lesson is too hard: if
ne first account is quite adequate, little more time need
e spent on it; but with a well-graded reading-book this
rst account, though not nonsensical, will be sufficiently
ague, inaccurate and out of focus to show the need for
rther study, and to reveal the points where that need
most felt. The lesson should therefore be read again
y paragraphs, with explanation of unfamiliar words and
hrases. The difficulties at this stage will be chiefly
ncrete, and explanation will proceed either by actual
lustration or by description based, in the last resort,
n the actual experience of the pupils. But definite
xplanation of detail should always follow the pupils'
ttempt to make out the sense from the context. As the
econd reading proceeds, the teacher will recall the first
ccount and get it corrected, filled out and readjusted. An
ccurate, complete and proportioned summary will thus
merge, which the pupils will reproduce at the end of
ne second reading. Finally, the whole lesson may, but
eed not always, be read aloud for effect, the class
riticising with books closed.

§ 11. and in the Upper Classes.

As the pupils grow older, the first reading may be
eplaced by a silent perusal, and the teacher's help in
mmarising paragraphs may be gradually withdrawn.
tymology may be invoked to deal with derivative words,
ne lists of roots, &c., commonly appended to readers
eing used in the higher classes as a dictionary, and in
ne highest class of all the dictionary itself. Grammar
ay be similarly employed to analyse complex construc-
ons; and difficult connections may be made clear by
upplying or varying the connectives. The final sum-
ary may be written in whole or in part: an alternative
xercise of equal value is the expansion of part of the
mmary to something like its original dimensions. It
of the first importance that pupils should catch the
ain drift of the whole lesson, distinguish essentials from
ccidents, and appreciate the relative importance and
onnection of parts. Causal relations, on the perception
f which the development of intelligence so largely de-
ends, appear in the special field of literature chiefly in
ne form of motive and act, in which form they are
eadily apprehended by children, provided that the
otives are not altogether beyond their experience.

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(b) *The Appreciation of English: Poetry.*

§ 12. Special Function of Poetry in the Primary School.

But if the understanding of Literature involves no mental processes which are not also involved in the understanding of History, and even of Science, its emotional appeal marks it off very clearly from such subjects, and allies it rather with Music and Drawing. This appeal is made, in some measure, by all literature, but most characteristically by Poetry. To Poetry, then, this part of the discussion may conveniently be confined.

Repetition of Poetry will be mentioned hereafter among expression exercises, and again among voice-exercises. But these are merely incidental uses, for which its metrical form recommends it. Its peculiar function in the Elementary Curriculum is the cultivation of the emotions. What emotions can it cultivate, and how? The answer to these questions determines the choice of poetry for schools, and the mode of teaching it.

Poetry selected for children must arouse no unworthy emotion; nor such potent emotions as terror, or even pity, to an overwhelming degree; nor can it properly appeal to instincts which have not yet arisen. But if an instinct is sure to arise and to need regulation, poetry can, in some measure, prepare for its advent by presenting its objects first in a pure and ideal form.

There remains a group of pleasurable or expansive emotions proper to childhood, and ranging from mere glee and frolic and mere delight in pretty things, through sympathy, love and admiration on the one hand, and through joy in natural beauty and wonder on the other, to such deep sentiments as reverence and awe.

§ 13. Poetry and Morals.

Viewed in this light, poetry in schools may become a powerful ally to morals by broadening and deepening the emotional nature, and so enriching the soil of the virtues. But its effect on conduct and character is indirect. It cannot replace moral instruction, much less the training of the will in habits of well-doing. Nor conversely are moral precepts poetry, though couched in verse.

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§ 14. The Matter of Poetry.

Poetry, then, cultivates the emotions by presenting their objects in pure and ideal forms. Poetic ideas must be concrete, for no one is moved by abstractions; and (beyond the stage of babyhood) their connection must be intelligible. But, though the children must be able to picture the images clearly enough to feel their force, poetic images need not have the definite precision that science demands. Some emotions, and those the deepest, depend on vague suggestions, which can be felt indeed, but not digested into words. So, too, though the whole poem must have a meaning for the children, it is by no means necessary that they should comprehend its full meaning as a grown person might. Narrative, as has already been shown, is the form of connection which children can best understand and enjoy. Selections for schools should therefore consist largely of narrative poems and ballads, or of poems which contain at least a thread of narrative.

§ 15. Its Form.

But poetry owes its peculiar emotional effect as much to its metrical form as to its matter. This is especially true of early childhood; little children delight in mere jingles, with no sense or no connected sense. At that stage, in fact, verse is not distinguished from song; there are therefore no verses more suitable for young children than the words of their songs. And to the last a high standard of metrical excellence must be exacted in poetry proposed for children, and, above all, in poetry which they are to learn by heart. For it is this same element of metrical recurrence, to which poetry owes much of its emotional power, that makes it easy to remember. The recurrences, however, must not be too elaborate for childish ears.

[An attempt to apply these principles is made in the appended Syllabus.]

§ 16. Practical Deductions.

From these considerations it follows that poetry should be taught orally longer than any other form of literature, and that to the last the reading of a poem aloud should always form a stage in its preparation. Poetry should not be read like prose, but with emphasis on those elements of melody and metre on which so much of its effect depends. It should be read with

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feeling, since emotion is eminently contagious. A poem should first be read as a whole, and its general meaning explained so far as the pupil can comprehend it. The teacher should then go through it in detail, helping the children to picture the successive images and to follow their connection. Not till this has been thoroughly done should learning by heart begin, and by that time it will be found that pupils of any intelligence and sensibility have learned most of the poem unconsciously. It is a reasonable inference that, though a good deal of good poetry should be studied by the whole class every year in this minute and careful way, the same amount of poetry and the same pieces of poetry need not be learned by all. Beyond a common modicum, to be used chiefly for voice-training, the teacher will be guided by his knowledge of each child's temperament and capacity (and the gift for learning verse varies nearly as much as the gift for learning tunes); and finally something should be left to the child's own choice.

§ 17. Developments. The study of poetry starts some other intellectual processes important enough to be touched on.

(*a*) Discussion of Meaning. The meaning of a poem, as of any other piece of literature, may be brought out and its truth discussed. The elevated style of poetry sometimes makes this peculiarly necessary; quaint misconceptions may otherwise arise.

(*b*) Analysis of Form. In the higher classes, but scarcely below the Qualifying Stage, there may also be some discussion of poetic form. The poem, that is, may be regarded as a work of art, and its structure, imagery and versification analysed, with a view to discover how the poet has produced his effects. An emotional effect cannot be analysed till it has been felt, and an analysis which destroys feeling has defeated its own end. But good poetry will never lose by sympathetic analysis.

(*c*) Judgment and Taste. An attempt may also be made to cultivate judgment and taste, by comparing (*e.g.*) two stanzas of one poem, or two poems by one author, or two authors on the same subject, and asking the children which they prefer. But their liking must on no account be forced. Their

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taste must grow naturally by feeding on the best. It is enough if, as they advance, they more and more prefer the best, though they may not be able to show reasons for their preference.

III.

The Use of English: Composition.

(a) *Oral Composition.*

§ 18. First Exercises

In all cases the first exercises in expression should aim merely at fluency, and should consist of singing-games, guessing-games, rhymes and familiar talks, all in the form of play and designed simply to encourage the children to speak freely, whether in English, in Scots, or in Gaelic.

§ 19. First Case.

Where home English is fairly good and abundant, these familiar talks may soon be directed to the acquisition of accuracy in idiom and precision in vocabulary by correction of errors as they arise.

§ 20. Second Case.

But the more scanty and debased the home English is the more necessary it is to postpone this attempt* and to lay the foundations of English speech by purely imitative processes:

(*a*) Repetition of Verse.

First, by actual repetition of folk-songs and rhymes, preferred to prose as more easily remembered, and chosen primarily for those qualities of simple vocabulary and idiom which they share with familiar speech.

(*b*) Reproduction of Prose.

Second, by reproduction of narrative or dramatic prose. If this exercise begins with folk and fairy-tales of the familiar recurrent type, it will be at first a form of prose repetition, the reiterations which mark all genuine folk-tales helping the memory in the same way as the metrical recurrences of verse. The easiest stories are those in which the episodes are shortest and fullest of reiterations. Progress is secured by

* *Note.*—At this point scientific procedure would require the formulation of a minimum list of ideas and relations, which children ought to master before they proceed to formal instruction. But this has not yet been done for Scotland.

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lengthening and varying the episodes, until the story approaches the ordinary type of continuous narrative and the reproduction correspondingly loses its character of mere repetition; and the children may ultimately try to invent episodes or stories, modelled at first on those which they have learned. The material thus acquired may be worked up by question and answer, by illustration and by dramatization. But, beyond any explanations (by word, picture or gesture) that may be needed for the comprehension of the story, such developments had better not be attempted until the story itself is fairly familiar. To this end it should be told again and again, always in the same words. Fortunately, children like an old story at least as well as a new one, and are great sticklers for verbal consistency.

(c) Picture and Object Lessons.

Third, by description, which, though less readily appreciated and remembered than narrative, is extremely useful for vocabulary. With the class of children here considered, such descriptions should be at first of unfamiliar objects and pictures, so that they may deal at first with English supplied to them. As their powers increase, the teacher may return upon those spontaneous talks about familiar objects and experiences with which he began, and may now aim at securing accuracy and precision by the correction of errors that arise or by the anticipation of errors likely to arise. Prevention is better than cure; and correction, when administered, should be constructive, obliterating the wrong form by the right one. These descriptive exercises will overlap the field of the Object or Nature Study lessons, but the two are quite distinct in purpose and method. The aim of the one is observation, of the other expression. Subjects may be taken up for the latter purpose which have little value for the former; and lessons whose value for Nature Study is exhausted may be repeated, in order to secure correctness in the use of words and idioms in which there remains any tendency to go wrong.

§ 21. Method of continuous Oral Reproduction.

These stories, &c., may be told to a whole class or section of a class, but they must be reproduced individually. The ultimate object in view being the free expression of their own thoughts in their own words,

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he children should be encouraged to ask questions, to nvent episodes or variations, to propose subjects for onversation, and even (within bounds) to discuss them vith one another. Composition, like reading aloud, mplies an audience. The natural motive to speech is he desire to make one's self understood; but this motive s weakened if the child addresses only the teacher, who as he knows) understands already. He should there- ore, as far as possible, address and be criticised by his lass-mates, and may occasionally be required to narrate r describe something to a class other than his own, or o listen to their efforts.

§ 22. Modifications due to Introduction of Reading.

When the mechanics of Reading have been fairly nastered, reproduction of the reading lesson in the nanner above described may partially replace these urely oral exercises. No lesson which is worthy of nclusion in a class reader should ever be finally quitted until the scholars can give some reasonable account of it n their own words, and a fair proportion of them have ctually done so, the individuals selected being varied rom day to day. This oral summary may gradually nd partially give place to written composition, but the abit of oral summarizing should never be abandoned ltogether. The practice of continuous oral composition, owever, will, as fluency and connectedness increase, ecome more and more incidental to the lessons in Reading, History, Geography and Nature Study, until s a substantive exercise it survives principally as preliminary to written composition.

§ 23. Formal Exercises in Sentence-making.

But, along with this practice in continuous oral composition, there should, from the stage marked by the return on familiar conversation, be systematic oral lessons in sentence-making, designed to correct mistakes in the use of words and constructions, and to add to the stock of effective vocabulary and idiom. For this purpose the teacher should now begin to make lists of common errors in vocabulary and idiom, and of words and constructions which he wishes the children to master effectively. Mistakes of accidence, for example, should be treated in this way; and, in general, all mistakes common to oral and written composition should be eradicated orally, though some further

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correction will always be necessary so long as the diffi culties of writing divide the attention. Though th formal purpose of the exercises should be clear to th teacher, they should be presented to the children a exercises on things, not on words. The children shoul be asked, that is, to tell something *true* about a thing or about two or more things in proper relation. Th new words and idioms thus practised must be such a the children have already heard or read. Their use i oral composition helps the children to define them a well as to make them their own, for words can b explained by using them in another context as well a by translating them into other words. The vocabular of children is not only scanty, but vague and generic It must be widened and made specific. And this i equally true of their conceptions of relation. An earl lesson on a ship, *e.g.*, might bring in the correct use o words like "deck" and "steer," and of spatial adverb and prepositions like "astern" and "beyond." Thes formal lessons can be practised even with infants i associated with motor activities, the teacher, *e.g.*, point ing to objects for the children to name, or naming objects for them to point to, performing actions fo them to describe, or ordering actions for them to per form.

§ 24. Material supplied by Free Composition. Material for these formal exercises will be yielded b the conversation lessons, and may also be gathered b asking the children quite early in the Junior Divisio to write in pencil all they know about something i which they are certain to be interested, *e.g.*, the schoo game then in season. Their efforts—which they shoul be encouraged to make as full as possible—will yield a crop of errors in accidence, &c., which can then be eradicated orally. They will also reveal mistakes i utterance which might easily escape the ear. But this exercise is not to be regarded at first as a regular form of written composition. It should not be repeated til the errors it discloses have been fairly overcome: i should not be corrected individually; and it should no as a rule be returned to the pupils.

§ 25. Organization for Oral English. In small schools these oral exercises cannot be graded so elaborately in their early stages as is here indicated.

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But even if the infants are taught as one class, the younger children will gain something by hearing and imitating the older. In large schools, on the other hand, the effective practice of oral exercises involves a different organization from that which commonly prevails. Whether in their simple form, or as modified by the introduction of Reading, they should be taken with small sections at a time. A large class of fifty or sixty should therefore be organized in sections, one of which is taken at a time for the lesson in English, the rest being meanwhile employed in silent work, one form of which will be the silent reading already described (§ 9). This plan is in effect an imitation of the conditions under which teaching is perforce conducted in rural schools—conditions which have not been found unfavourable to individual effort or to the production of solid results.

(b) *Written Composition.*

§ 26. Relation of Written Composition to Penmanship and to Oral Composition.

Written Composition in the proper sense should not begin until the children have attained considerable proficiency in oral composition and in the mechanics of Writing.

In respect of its medium written composition is the last term in a series which begins with printing and proceeds to copy-writing, transcription, dictation and writing from memory. This mechanical aspect will be treated separately here, and should, as far as possible, be treated separately in actual practice.

In respect of the mental processes involved, written composition is essentially an extension of oral composition. But a speaker can make his meaning clear by the use of reiteration, inflection and gesture. In written composition these aids to clearness are withdrawn. Their absence obliges us to bestow more care on the arrangement of matter, on the structure of sentences, and on the choice and order of words. And the comparative slowness of the medium allows this to be done.

§ 27. Arrangement of Matter.

(a) Narrative

The reproduction of a short narrative at something like its original length makes little demand on the intelligence, except to grasp the general drift of the story.

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But it reveals the most obvious peculiarity of written composition, viz., the conventions of the written sentence, and so affords an excellent exercise for beginners in breaking up a given whole into sentences. The transition from oral to written narrative may be made by writing on the blackboard to the children's dictation, but without punctuation, a story which they have learned, and then, by comparison with the original, breaking it up into sentences before their eyes. At this point grammatical analysis begins. The stories reproduced should be worth reproducing.

The exercise just described may be varied indefinitely by changing the point of view (*e.g.*, from actor's to spectator's), the person from first to third, the style from direct to oblique, or the form from narrative to dramatic.

Its value as an intellectual discipline increases as the original narrative grows longer in proportion to the summary. It then becomes necessary to apprehend not only the general drift of the narrative but the relative importance of its parts, to distinguish essentials, and to indicate new turns by paragraphing. This is very important, for children are easy victims to picturesque detail; the way should be prepared by series of questions or by giving heads of paragraphs. Finally a paragraph of the summary may be expanded to its original dimensions.

All these exercises are meant to lead up to the free narration in the children's own words of imaginary or real experiences of their own.

(*b*) Description.

In descriptive writing, on the other hand, the matter (if previously discussed) may be said to be given in the form of sentences, and the problem is to connect these sentences properly. In describing a view or the like it may be enough to follow the order in which things meet the eye. But in higher forms of description some sort of organic or causal arrangement is sought, proceeding from cause to effect or from effect to cause, from whole to parts or from parts to whole, whichever may be the more familiar. Even in its simplest form this is an exercise of great value and difficulty, and needs much help at first. It may

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begin with the attempt to reproduce a model description, the children's efforts being compared with the model and its superiority explained. (The teacher can build up the model on the back of the blackboard during the oral lesson.) Then the arrangement may be suggested by questions or heads of paragraphs, and the children may ultimately be left to supply both form and matter, and to describe their own observations in their own way. But some help will generally be needed. Again it is of the first importance that the subjects chosen should be such as are worth describing.

Narration and description practically exhaust the forms of composition available for the Primary School. Some discussion of current topics may perhaps be attempted with the older pupils, but abstract themes are of little value.

(c) Letter-Writing.

From a very early stage, however, the children should be taught the common conventions of letter-writing, and be allowed to write letters freely. The main object of this exercise at first is to keep before the children the true purpose of written communication in the only form which most of them can comprehend. Their letters should therefore be real letters, giving the news, and should at first be very leniently criticised, if indeed their earliest efforts should be returned at all. Gradually, no doubt, a higher degree of correctness will be exacted, and formal exercises may be devised on the lines already indicated, *e.g.*, the answering of invitations, writing of imaginary letters in given circumstances, &c.

(d) Free Composition.

Written, like oral, composition should be kept in living contact with other parts of the curriculum. For many of its subjects narration can draw on Literature and History, and description on Geography and Nature Study. Only in free composition need the children draw directly on their own experience. But it must never be forgotten that this last is the highest form of composition, and perhaps the highest intellectual discipline that the Elementary Curriculum affords. It should always be kept in view, and should be practised at intervals in such forms as the stage of advancement

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permits. The subjects must be such that the children will have something to say about them, and (what is no less important) the wish to say it.

§ 28. Sentence Structure. The natural style of children is paratactical—it consists, that is, of a string of simple sentences, loosely connected by "and" or "so" in narrative, or quite detached in description. These loose attachments, if used, have to be undone, and the whole rewoven into a more compact texture in sentences of varying length. If the connection is obvious, the genius of English tends to omit the connective; if not, the appropriate connective should be found, clauses with a common subject or predicate combined, and independent sentences reduced to subordinate clauses, phrases or words. This gives occasion for much useful instruction in the grammar of the conjunctions, relatives and relative adverbs, and in concord. But improvement is to be expected less from the prescription of rules than from their application to the correction of the children's own efforts, and from the imitation of new constructions which have arisen in reading and been mastered by grammatical analysis. Not many of these constructions, however, can be made to take root in elementary composition, and the teacher had best confine himself to those which are likely to be useful in aiding the children to express their own thoughts.

§ 29. Choice and Order of Words. A similar procedure and a similar caution apply to the treatment of new words. The vocabulary exercises of the oral stage should be continued, and will now be aided by etymology. Some study of so-called synonyms may increase precision; vividness depends largely on the use of simile and metaphor. But nothing need be attempted that has not been encountered and mastered in the reading, and not all of that. The brighter children may begin also to appreciate the gain to emphasis secured by bringing important words forward, to clearness by bringing related words together, and to variety by the substitution of pronouns or other equivalents.

To improve sentence-structure, vocabulary and order, no exercise is so valuable as the expansion of summaries to their original length.

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The task of correcting written composition is very important and laborious; the teacher should not delegate it to unskilled assistants, nor give more set compositions than he can reasonably hope to correct, while leaving time over for individual discussion. Few errors in accidence should survive the oral stage; spelling errors should be prevented by previous study of hard words likely to be used. Only thus, by the isolation of difficulties not peculiar to it, can time be found for the teaching of written composition properly so called. It will save time and promote individual effort if the teacher gradually introduces a set of symbols to indicate formal errors, leaving their correction to the pupils. But the formal exercises, which may be quite short, and may often be satisfactorily dealt with by blackboard demonstration, may be given as often as two or three times a week. These formal exercises should arise as far as possible out of the set compositions, or be suggested by the language of the reading-books. A good text-book may give valuable guidance, but can never take the place of the teacher's own observations. § 30. Correction and Criticism.

Written composition is addressed to a reader. It is in letter-writing that children realise this most readily; but other forms of composition also should have regard to an audience other than the teacher. At each set exercise, at least in the later stages, a few of the compositions should be read aloud by their authors, and criticised by the class, the individual readers being varied from day to day. But criticism should be appreciative as well as corrective, and at no stage should the child's efforts at expression be checked by subjecting them to tests of formal accuracy which belong to a later stage.

IV.

Subsidiaries.

1. *Voice-training.*—Purity and flexibility of the speaking voice may be developed by exercises parallel to those which cultivate these qualities in the singing voice. Indeed the singing lesson itself is the first, and perhaps the best, of speech exercises. Next comes repetition of verse, which for this purpose must be § 31. Voice-training. (*a*) Singing. (*b*) Repetition.

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chosen for those qualities which it shares with song viz., melody and metre. The vowels must be open, the rhymes pure, and the rhythm strongly marked, *e.g.*, by alliteration. There may be added some repetition of dramatic or (later) of declamatory prose, of value especially for modulation and sentence-accent. The vowels should next be isolated and practised by imitation, as notes are practised on the modulator, first separately, then in combination with consonants. [Examples of such exercises will be found in the ordinary text-books on voice production.] Sounds which present difficulty may then be attacked by showing the children how to place the organs of speech so as to produce them. The experience of Deaf and Dumb Schools proves that all but organic defects will yield to this treatment, and these should be referred to a doctor. At the oral stage only difficult consonants and vowels persistently mutilated need be attacked in this way; but, when Reading begins, the treatment should be extended to all sounds as their symbols are introduced, beginning with the labials. To do this properly presupposes at least an elementary knowledge of phonetics. Some distressing faults of utterance are due to mere breathlessness, or to imperfect regulation of the breath, and can be remedied by use of the breathing exercises set down in the Official Syllabus,* either alone or in combination with the vowel exercises above mentioned. Nasal breathing and rhythmic pausing are essential to articulate speech.†

(*c*) Vowel drill.

(*d*) Phonetics.

(*e*) Breathing Exercises.

§ 32. Reading.

2. *Reading.*—Subsidiary to the main purpose of Reading are the mechanical art of *Word-naming*, and the accomplishment of *Elocution* or *Reading for effect.* For Word-naming the exercises sketched in the preceding section point to a phonic or phonetic method. But the main advantages of this method will be secured if Reading is postponed until, by their practice in voice-exercises and oral composition, the children have mastered the sounds which the symbols represent, and

(*a*) Word-naming.

* *Syllabus of Physical Exercises for use in Public Elementary Schools—page 85.*

† *Note.*—It is impossible to insist on a uniform standard of utterance in all parts of the Empire. Debased and slovenly habits of speech should not be tolerated; but in dealing with local or national peculiarities of enunciation, pronunciation or sentence-accent it is enough to aim at a compromise that will be acceptable to any educated English-speaking person.

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become familiar with the ideas for which they stand. Each symbol, however, as it is introduced, must be associated at once with the sound for which it stands and with the proper "speech-position." Whether its name is also taught at the same time or not is then comparatively unimportant. The beginnings of word-naming may thus be made to arise naturally out of the interest created in certain words in the object or picture-lessons; once begun, it should be taught systematically from a drill-book (or sheets) graded on phonetic and not on literary considerations, literature being meanwhile supplied orally. This drill-book should be carried on into the Junior Division and used regularly for practice in word-naming and spelling; and the same principle of isolating phonetic difficulties should be applied as far as possible to the class readers, new words being first picked out, syllabled, attacked and classified according to the principles of the drill-book. But word-drill may be supplemented from an early stage by printing on the blackboard easy sentences which have occurred in the object-lesson or story for the day. The children can thus be familiarized through the eye with many common words of irregular spelling, and with the look of a sentence. On the same principle the beginnings of continuous reading may take the form of stories with which the children are already familiar from oral narration.

(*b*) Reading for effect.

Reading for effect should not be looked for until a lesson has been studied. It should be the natural expression of the child's conception of what the lesson means. Improvement in reading aloud will come naturally as the mechanics of word-naming are mastered, the meaning of the lesson comprehended, and above all as the children acquire, from their exercises in phonetics, recitation and oral composition, a pure, free and natural habit of speech. Much of the time that is at present spent on reading aloud in class might with more profit be devoted to such exercises. Finally, since people read aloud in order to be understood, the test of success in this accomplishment is the ability of an audience to follow the reader without book.

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§ 33. Writing and Spelling.

3. Written Composition presupposes considerable proficiency in *Penmanship*, *Spelling*, *Punctuation*, and the use of *Capitals*. Penmanship need not be discussed here. The principles which should guide the teaching of Spelling have been in substance implied in the remarks on Word-naming, an exercise with which it should be constantly associated. Regular words, that is, should be learned at first by the ear, irregular words by the eye. As the latter constitute the main difficulty of English spelling, the eye must be the chief guide. Yet it is important to distinguish mistakes of sight from mistakes of hearing; many errors are due to the latter cause and should be eradicated orally. And even the irregularities fall under rules. The impression taken by ear and eye must be confirmed by the movement of the hand in writing. In Dictation ear, eye and hand co-operate, and the exercise has thus the specific function of translating sound into script, a process exposed to errors of its own quite distinct from those of oral spelling. In the upper classes Etymology gives some help with Latin derivatives.

(a) Penmanship.

(b) Spelling.

Only those words need be taught which the children will have occasion to use in written composition. But this does not mean that the teaching of spelling can be wholly incidental. On the contrary, after thorough drill for two years or more in word-naming and word-building, the teacher should begin to frame lists of words commonly misspelt by the children and of difficult new words which he wishes them to master, classify them according to the principles of the drill-book, and practise them regularly till they are mastered. Dictation exercises, instead of being always set from prepared passages in the reader, may occasionally be manufactured so as to bring in words from these lists.

(c) Punctuation and Capitals.

The exercises in transcription and dictation will familiarize the children in an empirical way with the conventions of the written sentence—punctuation and use of capitals. But these things are not properly realised by the children until they begin to write sentences themselves, when they should be studied systematically along with the relative grammar. Writing of passages from memory fills the gap between dictation

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and written composition. The passages should be of verse or fine prose—proverbs, maxims and noble sentences worthy of being learned by heart.

§ 34. Grammar. (a) Its place in the Primary School.

4. *Grammar* owes its place in the Elementary Curriculum not to its method, which is not peculiar to it, but to its subject matter, which is of universal interest. It is taught because the discipline which it affords is needful, or at least helpful, to the right use and understanding of language. Only so much grammar need be taught as can thus be applied: the phenomena treated should be such as arise naturally in reading and writing; but systematic instruction in its principles, so far as required, should be given in regular grammar lessons. No grammar at all should be taught until written composition begins. Till then it is not needed for writing; nor for reading, since the difficulties proper to this stage are difficulties of vocabulary, not of construction. Moreover, the use of grammatical terms at this stage distracts attention from what is still all-important, viz., practice in the use of good English. The formation of correct habits of speech, which is still the teacher's main business, is a synthetic process, depending on imitation and practice, and requiring time and reiteration. The analytic processes of grammar, which presuppose these habits, require a somewhat more developed intelligence to begin with, but make less demand on time and reiteration to give them their full effect as factors in developing intelligence.

(b) Application to Composition.

When written composition begins, the pupils should be taught those distinctions of language which in writing are conventionally indicated by punctuation and the use of capitals. Improvement in sentence-structure gives occasion for further instruction in items already specified. Grammar may also help in the correction of false syntax, but only when the correct habit of speech has already been formed in simple discourse, and the fault is disguised by inversion or the like. Grammar can strip off these disguises and present the solecism in natural order and plain terms. But if it still passes muster, grammar can do no more. Grammar may also enrich composition by helping the pupils to

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master new constructions encountered in their reading. But it helps composition in this way only because it first helps interpretation.

(c) Application to Reading.

And this is in fact its principal use. It is when the pupils in their reading begin to encounter sentences of complicated structure, or (in verse) of inverted order, that the need for analysis is chiefly felt. Yet it is not strictly true to say that analysis helps the pupils to get at the meaning, for in English more than in any other language grammatical function is determined by meaning. Rather, when they have taken a view of the meaning, analysis supplies a common set of formulæ under which that view can be concisely and unambiguously stated, and so discussed.

(d) How much Grammar need be taught.

It may be useful to sum up in order the grammatical notions that can profitably be taught in the Primary School. Two simple principles govern this order: analysis must proceed from whole to parts, and the parts must be distinguished not by form, but by function. After some explanation of the different kinds of sentences—statement, question, command—the sentence is first broken up into subject and predicate: it is of prime importance to note that these are in strictness the only "parts" of the sentence, and that any further analysis is analysis of the subject, or of the predicate, or of both. The subject may then be broken up into substantive and adjective, the predicate into verb and adverb: this introduces the noun (common and proper), pronoun, adjective, verb and adverb. Adjuncts are then distinguished as adjective or adverbial word, phrase or clause: this adds the preposition, the possessive case, the relatives and the subordinating conjunctions. The distinction of adverb and preposition leads to that of transitive, intransitive and incomplete verbs, and so to the object (hitherto regarded as an adverbial adjunct) and the objective case (of pronouns). The substantive may then be developed into phrase and clause, introducing the verbals in *to* and *-ing*, with further attention to phrases and clauses of purpose and result. This order is merely systematic. In practice the proper noun, for example, and the possessive case will probably be introduced earlier. The exclamatory sentence, the interjection and the vocative

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can be introduced at almost any point. The so-called "indirect object" is a great stumbling block: it should be treated as an adverbial adjunct, and the use of the term "dative" may avoid confusion. Concord involves some treatment of number, and the use of the terms "singular" and "plural"; but the correct forms must be learned by practice. Beyond the items indicated, parsing need mean no more than the naming of the parts of speech.

§ 35. Etymology. (*a*) Its place in the Primary School.

5. *Etymology.*—The function of etymology in the Elementary Curriculum is to aid interpretation of book-language, by helping the older pupils to deal intelligently, —by word-analysis, comparison and classification, and not merely by intuition or memory,—with the increasing array of derivative words unfamiliar in oral speech. It may thus make their vocabulary more rich and precise, and so help composition. But this help is altogether indirect, for elementary scholars cannot safely attempt to make words for themselves by synthesis.

(*b*) How much Etymology need be taught.

The limits of etymology in the Elementary Curriculum are narrow. Some systematic instruction there must be in the principles of word-formation, and should be in the force of common English and Latin affixes and of the commoner Latin roots. English roots need not be taught, since their derivatives are generally quite familiar; and the few Greek roots and affixes that are of practical use at this stage may be learned incidentally. Beyond this the teaching should be subsidiary to the process of interpretation, and should proceed by means of reference to lists of roots and affixes, and finally to the dictionary.

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Appendix I.

Conspectus of a Sugg

	Etymology.	Grammar.	Reading.	Literature.
Infant Division.			Familiar words from blackboard. Sounds of regular vowels and consonants, and easy combinations of these. Short sentences and short irregular words from blackboard. Diphthongs, double consonants and silent letters. Longer sentences from blackboard or primer. (Continuous reading of stories already told ?).	Folk-songs, jingles and rhyme stories; descriptions of un animals, &c., from pictures; (continuous) narratives, descr dialogues; proverbs and maxi Story-rhymes, action-poems bies; poems about pets, the s poems about childish pranks, t and aspirations; poems of religious poems. Talks about the stories, &c.; occasionally drawn. Explans new words chiefly by illustrati Teaching almost wholly beginning may be made in stories already told.
Junior Division.	Common element in some words observed. Root and affix distinguished. Very common English affixes.	Generalising from errors corrected. Parts of the declaratory sentence, proper names, and pronouns—all generalized from observation.	Word drill continued. Longer irregular words from blackboard and readers. Exceptions classified. Sentences from readers. Phrasing. Continuous reading of stories told orally. Continued drill in new words preparatory to class-reading. Syllabification and word-accent. Phrasing. Sentence-accent in statements, questions and commands. Continuous reading of easy narrative, partly silent	Myths, legends, stories of h heroes chiefly from Scottis British history; stories of c and primitive peoples, animal stories of adventure. Descriptions of strange lands simple processes. Dialogues o life. Fables. Parables. Local and ballads, &c. Simple poems of childish h nature-poems; poems about a poems of action and patr poems of the affections; elegiacs; poems of wonder; re poems. Discussion of subject-matt cidents and characters. C pick out favourite verses, & planation of new words and chiefly by illustration and a occasionally by word analysis turning verse into prose order. Verse to be largely and prose told or read by teacher; als class-books and continuous rea
Senior Division.	Principles of word-formation. English affixes. Commonest Latin affixes and roots. Use of word-lists. Other Latin affixes and roots. Use of dictionary.	Statement, question, command. Analysis of sentence into Subject and Predicate. Of Subject into Noun (or Pronoun) and Adjective. Proper and Common Nouns; Personal Pronouns. Predicate analysed into Verb and Adverb. Concord. Adjuncts developed into phrase and clause. Prepositions, Relatives, and subordinating Conjunctions. Number and Case of Nouns. Indicative and Imperative Moods of Verb. Transitive, intransitive and incomplete Verbs. Noun phrases and clauses. The Verbals. Phrases and Clauses of purpose and result. Synonyms. Metaphor and Simile. Rudiments of prosody (?).	Word drill continued in preparation for class-reading. Syllabification, word-accent, sentence-accent. Reading with expression from class-readers after preparation. Continuous reading, largely silent. Reading at sight.	As above, but more advanced rative more largely historica biographical, part in verse. D tion extended to historic scen interesting phenomena and pr of modern life. Specimens of oratory and argument. Local h &c. Poetry more difficult and including poems of nature, b historical poems, poems of h and patriotism, elegiacs and re poems. Some of the pieces now longer tinuous reading of same typ easier. Mostly from class-book continuous readers, but still from teacher's reading. Discussion of meaning of piece and of its parts—in character, motive. Some disc of form. Comparison of similar &c. Meanings of words help etymology, and of constructi grammatical analyses.

* It will be seen that the main lines of work proposed are represented by t course. The other columns deal with subsidiary aspects of the subject, the treatment o

Appendix I.

se of Study in English*.

Continuous Oral osition.	Composition. (b) Continuous Written Composition.	(c) Word and Sentence Study.	Writing and Spelling.	Voice-Training.
iliar talks and . Repeating folk- rhymes and a. Re - telling stories. Repro- g picture-stories. attaining and in- ng. iliar talks re- l. Reproduction t of longer narra- descriptions and gues. Talks about . Repeating pro- and maxims.		Correction of common errors, *e.g.*, use of "is" and "are," personal pronouns and common irregular verbs. Lists of errors to be kept by teacher. Making sentences with new words.	Printing letters. Free-drawing of elements of script. Copy-writing of small letters and combinations of these. Transcription of easy words from blackboard. Capitals. Printing words. Oral spelling of regular words. Irregular words from blackboard.	Songs. Vowel - tunes. Modulator exercises. Repetition of verse and of prose dialogue. Imitative vowel-drill, and vocal gymnastics. Speech positions first of harder consonants, then of all sounds as symbols introduced. Breathing exercises.
oduction in main nes of myths, &c., or read, and of re - lessons, oral iptions, or from cts of Nature y lessons, in- ng some arrange- of sentences. ntion of picture- es. Free oral nar- n or description of nal experiences observations.	Free written composition begun on familiar themes. Letter-writing.	Systematic practice in sentence-making, designed to correct or anticipate common errors in accidence or idioms, and also to introduce new words learned in literature or other lessons. Lists of errors yielded by free oral or written composition to be kept by the teacher. Making statements, questions, commands. Occasional writing of sentences made orally.	Copy-writing continued—accuracy of form the main object. Transcription from blackboard and readers. Dictation from prepared passages and lists of words misspelt. Writing from memory. Spelling difficulties classified: distinguish mistakes of ear, eye and hand. Homonyms. Spelling rules, *e.g.*, for treatment of final *e*, &c. Use of capitals to begin sentences, the pronoun I, proper names. Punctuation of statements and questions.	Singing, Modulator exercises and Breathing exercises continued. Repetition to include some prose dialogue for sentence-accent. Reading aloud after preparation. Local and individual defects of enunciation, &c., noted. Practice in speech-positions. Sounds classified by speech-position.
ntinuous Oral position continued, lly incidental to nary oral lessons. wering in a con- tion of sentences ised in all sub- s. Reading and tory lessons sum- ized orally by para- phs as well as in eral outline.	Continuous Written Composition:— 1. Reproduction of short stories; the same with variations; summaries of longer narratives; expansion of summaries; free narrative of actual or imaginary experiences. 2. Reproduction of model descriptions; variations; expanding outline descriptions; free description of actual observations. 3. Letter-writing. Discussion of current topics.	1. Principles of arrangement — beginning, middle, and end. Paragraphing; arrangement of sentences in paragraphs; filling out heads of paragraphs. 2. Formal exercises in sentence-formation. Connectives. Expansion and condensation of sentences. 3. Formal exercises in use of new words. Pronouns and synonyms. Changes of order.	Copy-writing continued, with attention to freedom and speed. Occasional transcription, dictation and writing from memory (prose and verse). Capitals. Punctuation marks. Conventions of letter-writing. Common abbreviations. Very common business forms. Spelling rules revised; new words classified, helped by etymology.	Singing, Modulator exercises, Repetition of verse and Breathing exercises continued. Declamation of model passages, including specimens of oratory. (?) Reading aloud. Sentence-accent. Practical phonetics revised, with attention to mistakes of assimilation.

al columns, which provide continuous work from the very beginning to the end of the school ill be observed) does not begin in some cases till a fairly advanced period of school life.

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Appendix II

Examples of Poems suitable for Study in Scottish Primary Schools.

Note.—The following lists are intended merely to give typical examples of poems suitable for the various Divisions of a Primary School. They are meant to be suggestive, not exhaustive. Preference has been given to poems which are readily accessible in existing school-books or anthologies. Copyright poems have been avoided as far as possible.

1.—Poems suitable for Infants.—Rock-a-bye, Baby; Baa, baa, Black Sheep; Sing a Song of Sixpence; Tom he was a Piper's Son; I saw Three Ships; Girls and Boys, come out to play; The Fairy Ring; Laughing Song (Blake); Sleep, Baby, sleep; Sweet and Low; Wee Willie Winkie; Dirty Jim; George and the Chimney-sweep; Meddlesome Matty; Dapple Grey; Welcome, Little Robin; Little Bird, Little Bird, come to me; The Months (Sara Coleridge); Get up, Little Sister; The Wind in a Frolic; Little White Lily; My Shadow; The Lamplighter; If I were a Sunbeam; Wishing (W. Allingham); Twinkle, twinkle, Little Star; The Rainbow Fairies; Up the Airy Mountain; The Little Black Boy; Little Lamb, who made thee? &c., &c.

2.—Poems suitable for Juniors:—Good-night and Good-morning (Lord Houghton); Lady Moon (do.); Boy's Song (Hogg); The Brook (Tennyson); Good-bye, Good-bye to Summer (Allingham); The Abbot of Canterbury (anon.); The Laird o' Cockpen (Lady Nairn); Mr. Nobody; Going into Breeches (C. or M. Lamb); The Boy and the Snake (do.); Epitaph on a Hare (Cowper); Poor Dog Tray (Campbell); The Hunt is up (anon.); Bonnie Dundee (Scott); The Useful Plough (anon.); The Farmer's Boy (anon.); The Windmill (Longfellow); The Village Blacksmith (do.); Scots wha hae (Burns); Heart of Oak (Garrick); Loss of the Royal George (Cowper); Casabianca (Hemans); The Children's Hour (Longfellow); The Chimney-sweeper (Blake); The Blind Boy (Cibber); The Blind Lassie (Latto); Lucy Gray (Wordsworth); Lord Ullin's Daughter (Campbell); Sir Patrick Spens (anon.); Songs from *A Midsummer Night's Dream*; Little Girl Lost, Little Girl Found (Blake); Tiger, Tiger (do.); He that is down (Bunyan); The Uses of Flowers (M. Howitt); Cradle Hymn (Watts); The First Nowell (anon.), &c., &c.

Longer Poems suitable for Reading:—John Gilpin (Cowper); Robin Hood Ballads (anon.); Parts of Hiawatha (Longfellow); Chevy Chase (anon.); The Pied Piper (Browning), &c.

3.—Poems suitable for Seniors:—Hark, hark, the Lark (Shakespeare); Waken, Lords and Ladies Gay (Scott); A Wet Sheet and a Flowing Sea (Cunningham); Hail, thou Wild North-Easter (Kingsley); Pibroch of Donuil Dhu (Scott); The Poet's Cat (Cowper); To a Mouse (Burns); Fidelity (Wordsworth); To the Cuckoo (Bruce (or Logan) and Wordsworth); To a Skylark (Wordsworth and Hogg); To a Daisy (Burns and Wordsworth); Autumn Song (Tennyson); If Doughty Deeds my Lady please (Graham of Gartmore); Logie o' Buchan (anon.); Young Lochinvar (Scott); Lady Clare (Tennyson); Under the Greenwood Tree (Shakespeare); Is there for Honest Poverty (Burns); The Forging of the Anchor (Fergusson); Otterburn (anon.); Agincourt (Drayton); Sir Humphrey Gilbert (Longfellow); The Pilgrim Fathers (Hemans); Song of the Western Men (Hawker); The Battle of the Baltic (Campbell); Hohenlinden (do.); Burial of Sir John Moore (Wolfe); Freedom (Barbour); The Isles of Greece (Byron); Ye Mariners of England (Campbell); Home Thoughts from the Sea (Browning); Barbara Frietchie (Whittier); The

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Bonny Earl o' Moray (anon.); Death, the Leveller (Shirley); The Flowers of the Forest (J. Elliot); The Soldier's Dream (Campbell); The Spanish Champion (Hemans); The Sands of Dee (Kingsley); The Slave's Dream (Longfellow); The Wreck of the Hesperus (do.); Rosabelle (Scott); The Lady of Shalott (Tennyson); Virtue (Herbert); Abou ben Adhem (Hunt); Barclay of Urie (Whittier); St. Augustine (Longfellow); Ring out, Wild Bells (Tennyson), &c., &c.

Longer Poems suitable for Reading:—L'Allegro (Milton); Hartleap Well (Wordsworth); The Nut-brown Maid (anon.); Flodden (from *Marmion*); Horatius (Macaulay); Ode on the Death of the Duke of Wellington (Tennyson); Elegy Written in a Country Churchyard (Gray); The Deserted Village (Goldsmith); The Ancient Mariner (Coleridge); Morte d'Arthur (Tennyson); Ode on the Nativity (hymn only) (Milton), &c.

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MEMORANDUM

ON

THE TEACHING OF ARITHMETIC IN PRIMARY SCHOOLS.

PREFATORY NOTE.

THE present is the second of a series of Memoranda which are being issued at short intervals. As is well known, it has for years past been the policy of the Department (as expressed in the Code) to refrain from prescribing in detail the courses of instruction in the various school subjects. Teachers and managers have been left free to formulate their own proposals for consideration and approval. There is no thought of departing from this policy, which, though not without its disadvantages in certain cases, has yet given a stimulus to independent deliberation upon questions of curriculum, and thereby a directness of purpose and aim to individual work, the effects of which are becoming increasingly visible in our schools. The task of laying down a suitable course in any given subject is, however, by no means an easy one, and the Department has been repeatedly appealed to for guidance. It is in response to these appeals that the preparation of the Memoranda has been undertaken.

It follows from what has been said that, as a rule, no attempt will be made to formulate a definite scheme of instruction. A definite scheme must be relative to

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foreign to a general discussion. But an endeavour will be made to present clearly the end and aim of instruction in each separate branch, and the inner articulation and development of its subject matter, as well as to indicate certain leading principles which should be kept in view in the preparation of detailed syllabuses. Furthermore, the Memoranda are not put forward as final or authoritative documents. The views expressed embody, it is believed, the ideals and aspirations that animate the best schools; and few, if any, specific recommendations are made which are not supported by the actual experience of teachers of repute. But criticisms and suggestions will be welcomed and will be carefully weighed, with a view to issuing revised editions, from time to time, as experience may prompt. All that is expected, therefore, is that the Memoranda will receive the thoughtful consideration of teachers and managers in the framing of their syllabuses, in order that no radical departure may be made from the general principles advocated without a deliberate judgment as to the reasons which justify such a departure.

Scotch Education Department.
June, 1907.

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MEMORANDUM

ON THE

STUDY OF LANGUAGES

In considering the subject of language study in schools, it is desirable to draw a clear line between two sets of questions that are frequently confused,—those affecting the general organisation of a pupil's curriculum and those concerning the methods that can be most profitably employed in actual teaching. It will be convenient to deal with the two sets in the order in which they have been named.

I.—The Place of Languages in the Curriculum.

Linguistic study as an element in education.

The knowledge of a language other than the mother-tongue is no necessary part of the equipment of an educated mind. This often-forgotten axiom can hardly be emphasised too strongly. At the same time, few will be disposed to deny that linguistic study ought to hold an important place in any system of higher education. Its title to such recognition rests ultimately upon its undoubted value as an instrument of mental discipline. Arguments based on practical utility or on literary culture are beside the mark, for at the best these advantages are indirect. If it is found possible to secure them, so much the better. But it would be a mistake to lay stress on secondary considerations of any sort; they serve only to obscure the main issue.

Its value mainly disciplinary.

Primarily, then, a pupil learns a foreign language as a mental discipline. Incidentally he becomes better able to understand and to use his own. Command of the new vehicle of expression, or rather the endeavour without which that command cannot be acquired, insensibly quickens his appreciation of his native idiom, teaches him to observe distinctions that might otherwise

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have escaped his notice, trains him to strive constantly after the word that shall most aptly fit his thought. For this and for other reasons the disciplinary aspect of language study should be kept steadily in view up to a fairly advanced period of school life. While the broad truth of the statement just made would be widely admitted, its application in everyday practice too often betrays an imperfect grasp of the underlying principle. It is not, for instance, sufficiently realised that, for disciplinary purposes, the attainment of a reasonable mastery over one foreign language is far more useful than the possession of a smattering of two or three. The effect of this misunderstanding is usually aggravated by the presence of a hazy belief that all foreign languages are to be studied for the same end, and should accordingly be taught in the same way. As an inevitable result we get overcrowding of curricula and consequent overpressure and confusion of mind on the part of all but the very ablest boys and girls.

Current misconceptions.

Importance of concentration.

The truth would appear to be that, from the point of view of mental discipline, and thus as an element in a well-balanced course of education, a single language should suffice. Instead of dissipation of energy, there should be concentration of effort. If the language chosen for disciplinary purposes be wisely selected and properly taught, a pupil of fourteen or fifteen, who desires to specialise on the linguistic side, will approach the study of other languages with an equipment that cannot fail to be a guarantee of rapid progress. At this stage, too, the secondary considerations alluded to above might well advance a claim to be heard. What is the object which the knowledge of a second foreign language is intended to serve? If it is to be regarded as a key wherewith the treasures of a literature can be unlocked,—and in the case of schools this is, after all, the most appropriate end,—then it will be obvious that the lines on which the teaching proceeds may reasonably be expected to differ from those by which training in a first foreign language would naturally be regulated. Or, again, if what is chiefly in view is the speedy acquisition of a certain measure of conversational fluency,—and this is often the goal that pupils of continuation classes are most anxious to attain,—a further variation of method would be not only admissible but imperative.

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Choice of a language for disciplinary study.

It is, therefore, essential that, in mapping out a curriculum, managers should begin by endeavouring to reach a clear understanding as to the language that is to be accorded the place of honour. The decision come to will govern the whole organisation of linguistic study throughout the school. While this is so, it is not desirable to insist too strongly on the necessity for a uniform solution of the question. The really vital thing is that a definite choice should be made. '*Non multa, sed multum*' may be a threadbare enough maxim, but the truth it embodies is apt to be lost sight of when controversial issues are raised. Ardent advocates of this language or of that frequently appeal to experience; they do not always ask themselves how much of the efficiency claimed for a particular instrument may have been directly due to the favourable circumstances under which it was used.

The claims of Latin.

Practically, the alternatives for a first foreign language are Latin and French. Latin has behind it the weighty influence of a high and honourable tradition. The arguments that might be brought forward in its support are too well known to need recapitulation. But one special point is perhaps worth noting. The richness of its grammatical inflections, the rigour of its syntactical rules, and the concreteness of the mould into which it insists that all thought shall be made to flow, provide the assurance that, even in the hands of an inadequately equipped or indifferent teacher, it will not entirely lose its virtue. For the rest, it will be sufficient to say that its value as a training ground for clear thinking and accurate expression has long been established beyond dispute.

The claims of French.

With French the case is different. Where girls are concerned, accident has frequently led to its being chosen to fulfil the function that Latin is supposed to discharge in the case of boys. But until a few years ago no serious effort was made to secure for the modern language a position in the least corresponding in dignity to that enjoyed by the ancient language from which it has sprung. The striking success of the 'Reform School' in Germany has changed all that. It has brought into prominence the right of French to receive a respectful hearing. This right rests upon a variety of considerations. There is no modern instrument of

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expression that can be more perfectly lucid, or more severely exacting in its demands on the logical faculty if it is to be thoroughly understood and, still more, if it is to be tolerably well spoken or written. At the same time its structure is more closely akin to that of English than is the case with Latin. The gap to be bridged in passing from the mother-tongue is less formidable, a point that deserves to be carefully weighed in the light of what educational theory has to teach. And there are other considerations of which account should be taken before a final judgment is formed. In French, for instance, as in German, there is a wide choice of easy reading, the subject matter of which is well adapted for use with young pupils. The supply, indeed, is practically unlimited, and it is constantly increasing. Again, if a reasonably good pronunciation of a difficult language like French is to be acquired, it is of the highest importance that its study should be commenced while the organs of speech are still flexible and before the imitative instinct has lost its bloom and freshness. Lastly, if practical difficulties (such as the proper supply of thoroughly qualified teachers) could be overcome and a general agreement as to the desirability of beginning with French arrived at, it would at once remove some of the most serious obstacles that now beset the efforts of managers to establish a proper system of co-ordination between different types of school. The problem of transference would be simplified, since French would form a foundation suitable alike for a specifically 'modern' and for a specifically 'classical' superstructure. Pupils with a genuine aptitude for languages would be singled out quite as effectively as under the existing *régime*. In the case of those who have no such aptitude, much labour at present wasted by teachers and taught could be turned into more profitable channels. The total number of those taking up the study of Latin in schools would doubtless be considerably diminished. It does not follow that there would be any reduction in the number of those who pursue the study to good purpose. The general result might thus prove far from inimical to the best interests of classical study.

The question of right methods.

One thing, however, must be remembered. It is not possible to strike a just balance between the two languages unless the methods of teaching pursued in

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both are equally sound. It would obviously be unfair to set the educational results of well-taught French against those of badly-taught Latin, or *vice versâ*. And, on the whole, it is French that is most likely to suffer from such a comparison. No 'system,' whether new or old, can dispense with the ultimate condition—hard work on the part both of teacher and of pupil. But, this being admitted, it remains true that much may depend on the lines the teaching follows. Not until recently has the public mind become sufficiently educated to look upon modern language study in a spirit of proper earnestness. It has been allowed to take its chance. The teaching tradition of Latin and Greek has dominated French and German, with little or no inquiry as to how far that tradition is right in itself. Now it is being realised that the process ought to be reversed. Can any of the principles unconsciously applied in learning the mother-tongue be adapted and brought to bear upon the teaching of other living languages? If so, is a further step possible? Can the living be called upon to vitalise the dead? It is round these points that discussion is coming more and more to centre.

II.—The Teaching of Modern Languages.

The first step.

Something depends upon the age at which the pupil is to be initiated into the study of his first foreign language. This is not an easy matter to settle, for there are many elements of which account requires to be taken. On the whole, it would perhaps be reasonable to assume that, where there are conflicting interests, twelve would provide a convenient compromise. But in any event one guiding principle should be kept steadily in view. It is through imitation that the mother-tongue is learned. Imitation should, therefore, hold a prominent place in every scheme of instruction. The first step ought to be to impress upon the memory of the learner a number of characteristic phrases. Isolated words will not serve the purpose. What is wanted is a series of models to be afterwards utilised in the expression of a range of ideas that will constantly keep widening as a larger and larger store of material is laid up. These phrases should be selected with the greatest care. They should illustrate typical elementary

Typical phrases to be learned by heart.

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constructions and the commoner verb forms. It follows that they should be taken from the idiom of everyday speech. A good starting point would be the simple directions necessary for carrying on the ordinary class routine. But, from whatever source the phrases are drawn, the pupil's mastery of each should be absolute. He should know it both accurately and intelligently, and should from the outset be accustomed to make it a basis for variations. He should at the same time be taught to feel that it is something that has a meaning and a use. Thus, where it enjoins action, the action should accompany it, so that from the very outset the new language may seem to him a living instrument.

The teaching of pronunciation.

Accurate knowledge implies accuracy of pronunciation. If this is not attained in the initial stages, the likelihood is that it will never be attained at all. Bad habits, once they are allowed to grow, are exceedingly hard to eradicate. If the desired end is to be secured, the phrases must be learned, in the first instance, by imitation—that is, through the ear. But the ear may receive powerful assistance from competent and deliberate instruction. Some acquaintance with phonetics is therefore of great value to the modern language teacher. It enables him to tell his pupils exactly how a particular sound can be produced, and to direct them as to the position which lips and tongue and other organs should assume. Systematic drill in specially hard sounds is often helpful for beginners. Phonetic spelling, too, in judicious hands, may prove a very useful guide. There are teachers of experience who employ it regularly with quite young children.

Literary passages to be committed to memory.

As the pupil advances, the typical phrases of which he is master will grow in number and complexity. At a very early stage he will be introduced to what is nothing but a development of the same form of exercise—the committal to memory of a few passages of first-rate literature, prose and poetry. These are not to be learned in order to be repeated and forgotten. They are to be mastered precisely as the phrases have been. They are to be known with the same unfaltering accuracy. Every expression they contain is to be thoroughly understood and assimilated so that it becomes an intellectual possession.

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Long before the point just described has been reached, reading will have commenced. A beginning should be made with this at the earliest possible moment. Connected texts of a simple and interesting kind should be chosen, gradually increasing in difficulty and in range of vocabulary with each term or year. Variety can be readily secured by selecting books that are complete in themselves and yet not sufficiently long to engender tedium. The careful study of portions of these should go on side by side with the more rapid reading of longer sections. Poetry is invaluable, especially in German. The quality should in all cases be of the best, so far as may be consistent with the degree of simplicity necessary for the relative period of advancement, and the whole scheme of study should be carefully thought out so as to secure that those following it shall be brought into direct contact with the writings of representative authors. To the highest classes this applies with special force. In a year or two the better pupils will be able and willing to read for pleasure in their spare hours at home. This is no counsel of perfection. There are public schools in Scotland where boys and girls of 14 and 15 have access, under the guidance of their teachers, to small libraries of foreign literature suited to their years. The success of the experiment has been surprising.

Reading of two kinds—cursory and intensive.

Reading is generally presumed to involve translation. But the connection between the two is really fortuitous and has been the source of not a little mischief in the past. If translation is always insisted upon, rapid reading is impossible. Besides, it is apt to become a serious obstacle in the way of direct apprehension. It encourages the belief that the foreign language is dead, not living. Its proper place is in the more advanced classes, and in these it should be treated, to a large extent, as a discipline in English Composition, not as an integral part of the curriculum in French or German. When other means fail, it may be necessary here and there with beginners as one way to secure an understanding of the original. But pupils who are fit to read at all, ought to be capable of following an easy text intelligently without it. Where the teacher finds that explanations or amplifications are called for, he should give these in the foreign language, making use of phraseology already familiar to the class. This is

Translation—its proper place.

The foreign language should be used for explanations.

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merely a particular application of the general principle that as much as possible of the French lesson should be given in French, of the German lesson in German. On similar grounds there is an urgent call for school dictionaries that shall interpret French by simpler French and German by simpler German. The ordinary process of 'looking up' an English equivalent tends inevitably towards artificiality. One or two of the cheap illustrated 'encyclopædias' published in France and Germany ought to be in every school library. Again, as far as possible, the extension of the vocabulary should proceed in natural fashion. The new word should be associated in the pupil's mind either with a familiar object or with a familiar context. That is one among several good reasons why books of scrappy extracts should be avoided. As an examination test, the 'unseen' may be defended. As an educational instrument, it is wholly vicious.

Reading aloud and singing by the pupils.

But, it may be asked, if there is to be little or no translation, at least in the earlier stages, how is the teacher to be assured that a pupil understands what he reads? Let him above all things insist upon intelligent and expressive reading aloud. This in its turn will be an aid to the acquisition of a good and fluent pronunciation—an object that will be further assisted by recitation. The performance of simple plays is another excellent device that can hardly fail to stimulate and sustain the learner's interest, affording at the same time a ready opportunity for drill in clear and correct articulation. The singing of easy songs is also to be warmly commended, particularly in German, where the supply of *Volkslieder* is almost inexhaustible. Singing is, of course, more practicable with girls than with boys.

Reading aloud and oral narration by the teacher.

A natural complement to the forms of exercise just described lies in occasional reading aloud or oral narration by the teacher. This has a two-fold value. It ought to be useful as an example, and it ought at the same time to provide additional training for the ear—a side of the work that too often receives scant justice in modern language curricula. Under some circumstances, and more particularly in the case of younger pupils, oral narration has an advantage over actual reading. The teacher can then make certain, as he proceeds, that he is keeping the close attention of the class. He can

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also repeat, adapt, and simplify where he finds that he is not at once understood. It is an easy step from this to dictation.

Oral composition.

Reading and oral narration may serve yet another purpose. At a fairly advanced stage they furnish an excellent basis for conversation or, as it might more properly be called, oral composition. This oral composition should be an essential element in the work from first to last. To begin with, it should be based upon the typical phrases, which will naturally be so chosen as to give opportunity for gaining a ready and accurate command of the essentials. Once that has been secured, the battle is more than half won. The changes can be rung over and over again upon new idioms and new words as these accumulate in the memory through experience. Pictures may be advantageously employed with comparatively young pupils, provided due care is taken to prevent question and answer from degenerating into mere routine. They will be helpful in fostering the growth of that foreign 'atmosphere' whose presence in the class room is so desirable. It is, however, in the reading book, and subsequently in the story read aloud or told orally, that the most valuable material is to be found. But several things are indispensable if the exercise is to be successful. The teacher must put his questions with great care, and with a definite object in view. In this way he can direct the pupil, without any cumbrous grammatical phraseology, to the idiom or form he wishes to be used. The pupil on his part must learn to listen most attentively and to answer exactly. Further, his contribution to the conversation must always take the form of a complete sentence or consecution of sentences. It must be built up out of words and phrases that have become so far familiar to him. And it must be vigilantly listened to by the teacher with a view to the correction of wrong forms, lax constructions, or slovenliness of pronunciation.

Conditions indispensable to success.

Written exercises.

Written exercises would also have their place in an ideal scheme. But the place would be a much less conspicuous one than they have usually occupied in the past. They should be occasional only, and should be

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strictly ancillary to the oral work. Further, they should be marked with the utmost care. They should, in short, be regarded as a test of accuracy of knowledge rather than as a direct means of acquiring it, and this whether they take the form of 'free' composition or of close translation from English into the foreign language.

Time often wasted on composition.

There is no respect in which the classical tradition has exercised so baneful an influence upon modern language teaching as it has in this. Pupils, long before they have really learned the simple things, are set down to produce French or German renderings of English passages that bristle with difficulties of vocabulary or of idiom. By a free use of the dictionary or of printed notes, the very best sometimes succeed in 'showing up' a mosaic of phrases that may be fairly clear of actual blunders but that certainly lacks all spontaneity and naturalness. The waste of effort on the part of the average boy or girl is lamentable. But even that is less melancholy than the waste of the time on the part of the teacher, who has to bear the burden of correction. The real truth is that it is oral work, constantly increasing in range and in accuracy, that is the best training in the use of the foreign language. For written exercises, *résumé* or paraphrase of parts of the reading book may be employed. 'Free' composition on a passage or a story read, even an essay—with or without heads given—are other means. The ordinary composition book of extracts wants ending or mending; in any case it should never be the staple.

Grammar.

If grammar has not yet been mentioned, the silence is due to no lack of respect. Those who believe in the 'new' method look upon grammar just as seriously as do those who hold fast by the old. It is the line of approach that is different. Instead of being dealt with as a thing apart, grammar should be brought into the closest possible connection with other aspects of the teaching. The day of lists and exceptions is over. What is expected is not a knowledge of the grammar book, but the power of correctly expressing simple ideas in the foreign language, whether orally or in writing. Once again it may be repeated that oral composition will be found to provide the best, quickest, surest, and most interesting way of mastering the essentials of accidence and syntax.

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Even from an early stage, however, grammar must be systematic. What is characteristic of the new method is that the system will be evolved gradually. And in all cases acquaintance with the practical application will precede the learning of rule and paradigm, while rule and paradigm, once learned, will be constantly illustrated from the sentences and passages mastered. It follows that nothing should be systematised except what may, from time to time, be actually known and needed. Grammar teaching, in short, will proceed upon the concentric or intensive principle. An incidental result is that the grammar book—which might, like the dictionary, be in French or in German, as the case may be,—will be more in evidence in the advanced classes than is the case at present.

Conclusion.

To some the suggestions put forward above may appear too fanciful to be realised in actual practice. Yet there is not one of them but has successfully stood the test of experience in the hands of skilful teachers at home or abroad. Not all, of course, are of equal importance; and there are many points at which modifications can readily be introduced to meet individual aptitudes. On the whole, however, they represent the conclusions towards which the most mature and enlightened opinion is everywhere tending. And it is important to note that the principles they embody are not applicable merely to the instruction of young children. They should dominate the teaching from beginning to end of the curriculum. The demands their realisation makes upon the teacher are heavy; energy, vigilance, fullness of knowledge are all required in more abundant measure than was the case under the older method. They call, at the same time, for a generous allowance in the school time-table. And here it is the parents that constitute the ultimate court of appeal. Let them be content to allow their children to hasten slowly—to learn a single language in the thorough fashion that the new method renders possible. If that has once been done, the addition of other things is a comparatively simple matter.

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III.—The Teaching of Ancient Languages.

Difficulties surrounding the problem.

The problem of the best way to study Latin and Greek in schools is exceedingly complex. Theoretically no doubt, the principles discussed above ought to furnish material out of which an ideal method of teaching ancient languages could readily be evolved. The last few years have witnessed some interesting experiments in this direction. So far at least as Latin is concerned, these experiments are merely a more or less conscious effort to revive what was once the universal practice. They represent a return to the doctrines of Erasmus. With an able and adequately equipped teacher, such endeavours cannot fail to be helpful. They will serve a good purpose even if they do no more than add a certain freshness to the daily round. But it would be idle to cherish the expectation that, under present conditions, it would be possible to apply the 'new method' in all its fullness to the teaching of ancient languages. It is essential to the success of that method that the teacher should be himself a master of the foreign tongue as a living instrument; and Latin, no less than literary Greek, is dead beyond all hope of revival. The Humanists laid the foundations of modern classical scholarship, but in so doing they sounded the knell of Latin as a means of communication between man and man; the style of Cicero does not cover the necessities of ordinary human intercourse. There is another consideration. A prominent feature of the new method is the large amount of easy reading which pupils are made to go through from the earliest stage. As was pointed out when speaking of modern languages, simple and suitable texts are abundant in French and German. It is quite otherwise in Latin and Greek. There hardly anything has survived save literary masterpieces, addressed primarily to a mature intelligence.

The present system not satisfactory.

The difficulties just indicated are sufficiently serious to preclude the hope that ancient and modern languages can ever be placed in exactly the same category as regards methods of instruction. But this ought not to deter us from asking whether the traditional system of teaching the former is really the best possible, or whether there

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is still ground for the complaint voiced long ago by Heine when he asserted that, if the Romans had had to learn Latin, they would never have become masters of the world. Advocates of *laissez faire* can point with justifiable pride to some of the results achieved. Granted that the end in view is the intellectual development of a strictly limited number of persons, and the ultimate production of a very select class, it may perhaps be admitted that there is small room for criticism. But such a basis for defence is perilously narrow. Nor will the position of Latin and Greek ever be thoroughly secure unless it can be proved, beyond risk of contradiction, that their study is of substantial value for the mental discipline and culture of the great body of those who embark upon it. In other words, public opinion must be satisfied that their employment as educational instruments does not necessarily involve a useless expenditure of effort and of energy. If that be the true way of looking at the question, it may seem worth inquiring whether the principles on which the new method rests do not, after all, go deep enough to affect the teaching of dead languages.

Adequate time a fundamental requirement.

Certainly there is the same initial difficulty to be encountered: How can adequate time be got? And it must be met in the same way—by the establishment of a proper understanding as to a limitation in the number of subjects studied simultaneously. In cases where sound reason exists for taking up Latin as the first foreign language, every facility should be given for concentration at the outset. If, on the other hand, Latin is not begun until the pupil has received a thorough grounding in French, there is all the more reason why the allowance of hours assigned to it should be ample; the learner's main attention should be directed to the acquisition of what is entirely new, the time devoted to French being proportionally reduced. In framing the following suggestions, it has been assumed throughout that the fundamental requirement of providing adequate time has been satisfied. Furthermore, it must be understood that the suggestions themselves are capable of modification according to the age at which an ancient language is begun, and according to the purpose for which it is being studied.

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Pronunciation.

Correctness and consistency of pronunciation are almost as important for ancient languages as for modern. Unless pronunciation be accurate, no appreciation of the beauties of classical verse, or even of classical prose, is possible, and expressive reading aloud—a most valuable exercise—becomes entirely out of the question. In Latin the difficulties are probably more formidable than in Greek, chiefly owing to the manner in which certain Latin derivatives are accented in English. But these difficulties can be overcome by the aid of method and a little patience. As matters stand, consonantal pronunciation varies greatly in Scottish schools, and false quantities are far too much in evidence. Hitherto a serious stumbling block has been the lack of any authorised scheme or system by which teachers could be guided. Fortunately this deficiency has recently been made good through the agency of the Classical Association of Scotland. If teachers are prepared to co-operate heartily in the movement thus inaugurated, there will be but slight reason to apprehend a continuance of the present unsatisfactory state of affairs. But if the reform is to be thorough, it must begin at the beginning. It is in the lowest classes that the most strenuous efforts will be called for.

Recent reform in grammar study.

In regard to the teaching of grammar, recent years have witnessed a very distinct step forward both in Latin and in Greek. Under the hands of successive generations of grammarians there had accumulated a mass of abnormal and exceptional forms, some of which are hardly ever, if at all, used in literature. These the learner was expected to assimilate with the same care as he bestowed upon words he might meet with any day in his reading-book. A reaction against such waste of time has come, partly through the influence of modern language study, but mainly through the common sense of distinguished classical scholars who have realised the absurdity of forcing so much lumber into the memory of the learner, a process well calculated to damp the interest of all save the most ardent. To-day the Latin and Greek grammars compiled for use in schools are, as a rule, simpler and briefer than they were fifteen or twenty years ago. But a good deal of scope is still left for the discretion of the judicious teacher.

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How grammar can best be learned.

Grammar must, of course, be taken account of, even in the initial stages. There are certain indispensable forms and constructions some acquaintance with which is essential for the simplest and most elementary reading. If Latin and Greek were living tongues, a knowledge of these fundamental elements would best be gained through the repetition of typical phrases. As it is, such repetition cannot fail to be most useful. But, as has been already hinted, it will hardly provide a complete solution. The difference between the whole cast of ancient languages and that of English is so wide that some systematic instruction must almost of necessity precede even rudimentary practice. That systematic instruction, however, ought to be strictly limited in amount. It should be little more than the framework into which new material can be fitted as it is gradually acquired—to be in turn systematised before a fresh step forward is taken. In a word, here, as in modern language study, grammar teaching ought to proceed on concentric lines. An authoritative text-book there must always be, but a good teacher will construct his own text-book as he goes along. He will not start by setting before his pupils a long series of paradigms, rules, and exceptions, and expect them to master these before anything further is attempted. For the most part the young learners will be brought face to face only with the more usual forms and constructions. Of these the teacher will endeavour to give them a complete and ready command. To that end he will encourage them to embark on reading and on composition at the earliest possible moment.

Suitable material for reading must be found.

Allusion has already been made to the difficulty of finding suitable material for reading. If the commencement of Latin were postponed, this difficulty would be to some extent relieved—a compensation that might go far to outweigh any disadvantages entailed. The older the pupil, the better fitted will he be for understanding the subject matter. But even the easiest classical authors are almost too hard for beginners. That time-honoured avenue to Latin literature, the first book of Caesar's *Gallic War*, is full of passages of considerable complexity. The road is far too rough and thorny, and the result in many cases is serious discouragement to the pupil. In Greek the prospect is brighter. There we

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have the *Iliad* and the *Odyssey*. And then there is the Greek New Testament, where familiarity with the subject matter would be helpful. But in Latin far more would require to be done in the adaptation of the classics and in the production of simple original narratives by competent scholars. A modernised edition of the *Colloquia* of Erasmus might prove very useful. It is even worth considering whether the Latin Vulgate could not be taken advantage of. The objection that this and the Greek New Testament are debased in style, and that consequently the reading of them might engender bad habits of grammatical and syntactical usage, is really a shallow one. It is akin to the pedantry that would banish Homer from the schoolroom, regardless of what are the most vital things in all teaching—the awakening of interest, the stirring of imagination.

Reading—cursory and intensive.

In the teaching of Latin and Greek, translation will, for various reasons, occupy a more prominent place than was assigned to it in connection with French and German. But even here it should be looked on primarily as a means of training, and it might well be dispensed with sometimes, especially as the pupil advances. It should be added that, wherever it is insisted upon, the original should always be read aloud intelligently *after* the translation has been made out. But the extent to which translation itself is necessary will obviously depend upon the difficulty of the text, and upon the relation which that bears to the degree of the learner's knowledge. At an early period, in fact, two kinds of reading will be developed naturally—the cursory and the intensive, and these should go on side by side to the very end of the curriculum. There is no reason why the same book should not be used for both purposes. It is a mistake to distract the attention of the learner by inviting him to make acquaintance with too many authors at a time. Besides, the pieces selected for intensive reading should not be chosen solely for their difficulty. The most direct and lucid passage of a good Greek or Latin writer would be full of valuable illustrations of idiom. In both languages, but more particularly in Greek, the study of the order of the words would be in itself a valuable discipline. A few such passages of prose and verse, after they have been

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carefully discussed in all their aspects, ought to be committed to memory. And the learning by heart should be done in no halting or perfunctory manner, but with a thoroughness that will ensure permanent possession. Repetition.

Repetition is not the only direction in which the oral method might be applied to ancient language teaching. The grammar 'exercises'—which would gain rather than lose in importance by the change in grammar teaching urged above—might with great advantage be performed orally, the pupil being encouraged to frame short sentences and examples for himself. By the adoption of this plan interest would be stimulated. Time, too, would be saved and the opportunities for reiterated illustration of the simple things would consequently be more ample. In such a form of discipline it would, of course, be of the highest importance to insist upon rigorous accuracy. In Latin and Greek a sound knowledge of the normal grammatical forms and of the elementary rules takes rank beside familiarity with the multiplication table in Arithmetic. Oral composition.

Speaking generally, one may say that, at present, far too little appeal is made to the ear. Pupils should always have at least enough oral drill in the use of the ancient language to accustom them to the sound of it. There is probably no more telling way of teaching many idioms and many of the essential verb and noun terminations, while oral work, at all events in classes of a reasonable size, is more rapid, more interesting, and more effective. Some of the modern Latin school-books, in which the *Questionnaire* or *Interrogatio* is prominent, are most helpful in this way. In them the question is put in Latin, the answer, which can usually be derived straight, or with a little thought, from the text under study, is in Latin, and we thus have at once one of the most important principles of the new or direct method in full play. A proper use of such instruments is most undoubtedly calculated to save a very great deal of time, and a further advantage is that the present multiplication of books is rendered unnecessary; the text is the centre round which are grouped translation —to as limited an extent as possible,—composition, and grammar. Ear training.

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Vocabulary and word-building.

At present vocabulary tends to be subordinated t mere accidence. Though bare vocabulary lists are to b deprecated, more stress should be laid on a systemati effort to master the ordinary words, and there is n reason why these words should not be, as far as is po sible and reasonable with a view to the vocabular required later, the words of everyday life; when we ca get conversational material from the comedians or fro letters, let it be used. Further, word-building of practical kind deserves far more attention than it get and the relation of English and French derivatives t their Latin roots should be kept constantly in view There would thus be a great gain in reality, and th pupil would see the Latin word, not as an isolate phenomenon, but as a member of a family of words, an as a link in the chain of the history of Latin, Frenc and English.

Composition —true and false principles.

As the pupil progresses, continuous composition wi become possible. In the nature of things such com position must to a large extent be written. This is, course, the line of advance that is followed at present but the effect of the teaching is often marred by a funda mental fallacy. There is too strong a tendency to hurr the pupil on to passages of unnecessary difficulty. Fa more time should be given to the practice of what i easy. Re-translation and imitative exercises, that is exercises based upon Latin and Greek originals with which the pupil is already familiar, should be muc more largely employed. As matters stand, it is n unusual thing to find schoolboys struggling hopelessl to provide a Latin or Greek rendering of some Englis extract which, not merely in its phraseology, but in it form and ideas, is utterly foreign to anything that ancien literature has given us. The execution of *tours de forc* in composition is quite in place as an elegant pastime fo finished scholars. To demand it of the learner is absurd In nine cases out of ten, he is simply driven to take refuge in the English-Latin or English-Greek lexicon, the habitual handling of which is about as uneducative a pro cess as it would be possible to imagine. In a word while prose composition ought to be constantly practise at the school stage, it ought always to be simple, direct and well within the compass of the pupil. He cannot

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profitably compose beyond the limits of the material of which he is master. It may be added that some of the time now wasted on elaborate prose composition might very well be devoted to elementary practice in verse, not of course in the hope of turning the average pupil into a skilful composer, but with the much less ambitious intention of giving him sufficient knowledge of metrical structure to enable him to appreciate Greek and Latin poetry.

A possible compromise.

In speaking of the place of languages in the school curriculum, it was pointed out that there were different purposes for which a language might be studied, and that the methods of teaching might well vary in accordance with the precise object that the learner had in view. There are circumstances in which the application of this principle would justify the reduction to a minimum of the time spent upon written composition. If a language is being studied, not primarily as a means of mental discipline, but rather from the point of view of culture in the wider sense, then it will be entirely reasonable to limit the amount of composition to the extent that is absolutely necessary for enabling the pupil to read the foreign language intelligently. In such circumstances the whole stress might ultimately be laid on the literature, the scheme for the study of which would then become more than ever important. In the case of classical pupils this possibility deserves careful consideration. It seems to point the way to a very sound compromise under which the power to compose fairly well in Latin might be expected of everyone, while in Greek only such command of grammar and syntax should be required as would ensure accurate interpretation of what the Greek originals mean. It is manifest that a compromise of this sort would conserve what is best in the present system, while setting free a very great deal of time for the reading and enjoyment of the literature of Latin and Greek. When the length or the difficulty of particular books puts them quite beyond the reach of the learner, they should at least be studied in first-rate English translations.

Realien.

But, if a proper appreciation of literature is to be secured, very much more attention than is now usual

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should be devoted to what the Germans call by the comprehensive name of *Realien*. This does not mean putting into the hands of pupils books overloaded with learned annotations. Like all teaching, the teaching of *Realien* in its earliest stages should be done by the living voice. The teacher should never attempt to read a book with his class until he has himself succeeded in gaining a firm grasp of its contents and of its significance as a whole. He should be able to make any lesson vivid by assigning the passage read to its proper place amid its surroundings. Allusions of an interesting kind should be as fully explained as possible. Pictures of actual objects should be used for illustration. Above all, the history of the period concerned should be consistently employed as a background. The map, too, should be constantly at hand. In short, the pupils should be encouraged, as far as may be, to transport themselves in imagination back into the environment of those for whom the book they are reading was first written. It follows that classical teachers ought to have a much more thorough training than they now receive in ancient history, in ancient art, and in all those kindred subjects that enable us, even at this distance of time, to realise in a far-off way what manner of men the actual Greeks and Romans were.

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REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

GENERAL REPORT *for the Year* 1906 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools in Scotland, on the* SCHOOLS *in the* SOUTHERN DIVISION OF SCOTLAND.

January 1907.

MY LORDS,

I have the honour to present to Your Lordships my third Annual Report on the Schools in the Southern Division of Scotland.

Staff. During the past session some changes have taken place in the Inspection Staff of the Division. In March Mr. Frank W. Michie, Junior Inspector, was promoted to be H.M. Inspector of Schools, and was retained on the staff of the Edinburgh district. On 1st August H.M. Inspector Dr. George Dunn was promoted from the charge of the Fifeshire district to be H.M. Chief Inspector in the Northern Division of Scotland, and was succeeded in the charge of Fifeshire by H.M. Inspector Mr. J. C. Smith, transferred from the Glasgow district. At the same time Dr. Walter Stewart, Junior Inspector, attached to the staff of the Southern Division for Science and Art work, was promoted to be H.M. Inspector of Schools, and he continues on the staff of the Division.

I have received from my colleagues very valuable reports on the work of their districts. These reports indicate an unusual unanimity of opinion on various subjects; and on these subjects I shall try to present to Your Lordships the views of my colleagues and myself.

SCHOOL SUPPLY AND ACCOMMODATION.

From the reports on the different districts I gather that there has been great activity in erecting new buildings and in adapting old buildings to modern requirements. The activity has been most noticeable in the Fifeshire and in the Perthshire districts. Fife, Perth. and Edinburgh. The School Board of Edinburgh, of whose operations Mr. Jamieson sends a detailed account, seems almost to have made up the leeway in building with which it has been struggling for some years. Mr. Fleming points out how the increase of staff rendered possible in rural counties by the General Aid Grant often involves a rearrangement of class-room accommodation in old buildings. Border Counties.

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Excuses for delay to provide accommodation.

The introduction into Parliament of the Education (Scotland) Bills of 1904 and 1905 tempted many bodies of managers to postpone necessary extensions. The absence of any bill during the past session has led to a renewal of local enterprise in many parishes. Dr. Dunn points out that many improvements in Fifeshire which had been delayed by the prospect of early legislation have now been carried through.

Special causes leading to the need for increased accommodation.

During the past five years several things have combined to put a strain on existing school accommodation. The chief of these have been: (1) the Education (Scotland) Act of 1901, which compelled the attendance of a considerably larger number of pupils for whom places had to be provided; (2) the institution of Supplementary Courses, which, with their smaller classes often involved slight modifications in existing buildings; (3) the steady increase of Higher Grade instruction, bringing with it the need of laboratories and of rooms suited to small classes; (4) the growing popularity of Wood-work and other forms of Manual Training. It is necessary also to meet the steady increase of population and the shifting of population from one centre to another. Owing to developments in the coal-mining industry large extensions have been required in some parishes in Fife. Over the Division as a whole managers have shown wisdom and diligence in dealing with the situation. The details are to be found in the reports of my colleagues which I have now forwarded to Your Lordships.

Attendance.

Steady improvement.

This important matter is at the basis of all progress, and it has received from H.M. Inspectors in charge of districts the attention which it deserves. In all the districts there is an improvement since last year, and in some parishes the approach to perfect attendance is astonishingly close. In some cases much yet remains to be done. Mr. Millar and Mr. Fleming give a careful analysis of the state of attendance in their districts; and they, as well as Dr. Dunn, dwell on the fact that the influence of the teacher is the most potent factor in securing regularity. Dr. Dunn says:—

Dr. Dunn.

"There are some schools in which the teachers make immediate and personal inquiry in cases of absence, and this with such invariable regularity that parents and children alike realise the futility of perfunctory excuses, and, so to speak, constantly feel the sweep of the drag-net."

Influence of teacher on attendance.

Teachers who adopt the policy which Dr. Dunn describes are to be found in very considerable numbers all over Scotland, both in town and in country; and by their zeal in not merely teaching their pupils, but also in seeing that the pupils are present to be taught, they confer a great benefit on the public. But it would be undesirable that the public should come to expect the teacher to add to his other functions those of attendance officer. If he does so voluntarily, out of interest in his pupils and love of his work, well and good; but it is surely the duty of parents and managers to see that the children are brought to the teacher. Mr. Millar shows that a connexion

Exemption.

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exists between general irregularity of attendance and the abuse of the power of exemption. This is likely enough: boards which are careless in granting exemptions may be expected to be careless about the whole question of attendance. But the right of exemption seems to be very seldom abused. Dr. Dunn mentions one or two instances in Fifeshire, and Mr. Jamieson one or two in Linlithgowshire, where there seemed to be a prima facie case for inquiry. But in both counties the inquiry when made disclosed a considerable amount of extreme poverty due to non-preventable causes. Cases often occur in which it is difficult for managers to hold the balance even between their duty as members of a public body, entrusted with the administration of an Act of Parliament, and their sympathy with distress.

Anticipation of legal date of leaving.

There can, however, be no doubt that the habit of allowing boys and girls, but especially boys, to anticipate the age of fourteen by a few months is widely spread. Here again there often arises a situation with which boards find it difficult to deal. After due warning a prosecution may be instituted; but before the trial comes on, the truant has reached the age of fourteen, and the school board does not think it worth while to carry the case farther.

Prizes for attendance.

Mr. Millar speaks of the good effect in his district of small prizes for excellent attendance, and he rightly urges that where such prizes are offered they should be given for a very high record of attendance rather than for perfect attendance; for,

"otherwise, the element of luck is introduced, and, besides, the effort to keep a perfect record of attendance unbroken may result in serious injury to health."

School Staffing.

Effect of General Aid Grant.

The main change that has taken place under this head in recent years has been due to the distribution of the General Aid Grant, and this has chiefly affected small schools in rural districts. While managers in very many cases have availed themselves of the advantages offered in Your Lordships' Minute on the subject, the number of school staffs that might have been strengthened, at little cost to the locality, could have been much larger.

Pupil-teachers on Staff.

The effects of the new Regulations for the Preliminary Education, etc., of Teachers have not yet become apparent. As a very large number of school boards had already ceased to count pupil-teachers on the staff for teaching purposes, the total disappearance of pupil-teachers would not make much difference in public schools. But as many bodies of voluntary managers still rely too much on the employment of apprentices, the complete elimination of the pupil-teacher is not simple. In Roman Catholic schools the resort to apprentices for the actual instruction of classes seems at present to be, to some extent, unavoidable; for there is not a sufficient supply of trained Roman Catholic teachers in Scotland. On the staffing question Mr. Millar says:—

Mr. Millar.

"The operation of the new Regulations for the Preliminary Education, etc., of Teachers, which will tend to make it impossible to reckon pupil-teachers as an effective part of the staff, has been anticipated in this district so far as the

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senior and junior divisions of schools are concerned. There are still some infant departments which are not sufficiently staffed apart from pupil-teachers, and it is matter for special satisfaction that such arrangements will shortly be rendered impossible. Schools, the staff of which, apart from pupil-teachers, is insufficient as a whole to meet the requirements, are very rare, and in the case of small schools the provisions of the Minute of 19th March, 1906, have been widely taken advantage of."

Writing on the same subject Mr. Clark says :—

Mr. Clark. "The staff is numerically satisfactory. Additional adult staff has been provided in seventeen schools. As a result of the operation of the Minute settling the distribution of the General Aid Grant, the number of 'Article 79' teachers has increased. There now remain in this district only four schools with an average attendance of over thirty where two teachers are not employed."

Organization and Classification.

Freedom of classification.

The object of all school organization is successful teaching, and it has been agreed, for the present, that the measure of successful teaching in purely elementary classes is to be the state of the average pupil's attainments at, or about, the age of twelve. All over Scotland during the past six or seven years efforts have been made to adopt rational methods of classification; but many teachers have not yet shaken themselves free from the rigidity of the old Standard system. The ideal at which we aim is that every child on reaching the age of twelve should be qualified to study with profit in a Supplementary Course, in a Higher Grade Department, or in a Secondary School. While early enrolment, regular attendance, and skilful teaching are the most important factors in bringing about this result, the effect of judicious classification must not be overlooked. I have long been convinced that "qualification" at, or near, the age of twelve would be more easily secured if there generally existed some method of classification which allowed the average pupil only two years in the junior division, and then three years in the senior. The normal periods of school life in the Primary School would then be: *aetat.* five to seven, Infant Division; seven to nine, Junior Division; nine to twelve, Senior Division; twelve to fourteen, Supplementary Course.

Suggested improvement in classification.

At present the commonest practice is to allow three years for the junior division, and two, or frequently three, for the senior. If a period of three years is given to each division, the pupil must be thirteen at least before he reaches his "qualification," for he can seldom leave the infant classes before he is seven. Very often, indeed, he is on the brink of fourteen before he can qualify, and in a very large number of cases he does not qualify at all.

It will be urged that if a sufficient amount of work is overtaken in the junior division, there is nothing to hinder the average pupil from covering the remaining ground in the two years of the senior division, and he will thus reach the qualifying stage in good time. The majority of head masters in good schools do aim at this; and by making their schemes of work in the junior division sufficiently comprehensive, they do, to a large extent, attain their end. But they have in a great many

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cases to fight against the following difficulty:—The majority of the class-teachers still employed were trained in the days when, in the usual course, the pupil completed the work of Standard III. at the end of the third year from the date of his leaving the infant classes. Those teachers, quite excusably, regard the work which used to be prescribed for Standard III. as the natural work for the highest class of the junior division. If work which used to belong to Standards IV. and V. is imported into their curriculum, they are apt to feel aggrieved. The trail of the Standards is over it all. Now, if the scholar is to qualify at twelve or twelve and a half, he ought to have a wider outlook at ten than the pupil who could merely pass Standard III. in the days of the Standards. Otherwise he will be subjected to over-pressure during the years from ten to twelve.

Two years in Junior Division sufficient.

With the reformation which it has been possible to effect in the methods of teaching English Composition and Arithmetic, the difficulty will gradually disappear; but its disappearance would be greatly accelerated if some system of classification were generally adopted which would make it seem abnormal that a pupil should spend more than two years in the junior division. Very many head masters have adopted methods of classification which bring about the desired result—not always without difficulties with their staffs. The class-teacher, who is naturally more interested in the high proficiency of her own class than in the rapidity of promotion throughout the school, requires an explanation of why the brighter, and even the middling, pupils are hurried out of her class before their time. It would be more satisfactory if it became usual to ask, "Why has this boy been *three* years in the junior division?" There will always be boys who require to spend three years there, just as there will always be boys who are not fit to leave the infant room at seven. All that I plead for is that the work hitherto overtaken in the junior division should normally be overtaken in two years.

The objection of "over-pressure."

It may be urged that I am advising a return to over-pressure. I am doing the very reverse. In many schools some of the time which the pupils spend in the junior division is wasted. Now, when nearly all large schools are laudably ambitious of having successful Supplementary Courses, there is danger of over-pressure in the senior division, if pupils have to learn there after they are ten what they ought to have known before they were ten. What I advise is the spreading of the work more evenly over the whole of school life, so as to avoid over-pressure at any stage.

Mr. Jamieson.

Mr. Jamieson, who has made a special study of this subject and devotes a section of his report to it, bears out my contention at every point; and Mr. Clark, writing under the head of Organization, says:—

Mr. Clark.

"In my last Report I referred to defective organization as one of the contributory causes of unsatisfactory presentation at the 'Qualifying' examination. An effort has been made to remedy this, which should in due course prove effectual. Promotion is becoming less mechanical as teachers realise that the problem before them is how to classify their pupils from time to time so that each may face the work he is able for, and ultimately pass the 'Qualifying' examination. The number of pupils who

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'qualified' this year, though still insufficient when regard is had to the number on the school rolls, is higher than last year, and a larger proportion will receive a full year's instruction in a Supplementary Course. . . . . Experience shows that there is no reason why, more especially in the larger schools, presentations for the 'Qualifying' examination should not be made half-yearly. The organization will only be partially successful until this is done.

"In the smaller schools the multiplicity of classes which was once universal has disappeared, and the pupils beyond the infant department are classified in not more than three groups. It is by no means uncommon, however, to find the pupils in these groups dealt with in the light of the 'standards'—both instruction and promotion within the group following on the lines of the old system."

Presentations under Article 29.

The desirability of more frequent presentations under Article 29 of the Code is a point of no little importance; and I am glad to learn that in the larger towns of the Division, particularly in the City of Edinburgh, and in many country parishes presentations made twice, or even three times, in the year are the rule.

Subdivision of classes.

On the important question of the subdivision of classes some remarks quoted in my last year's General Report, in which the work done by a teacher of a school of fifty in the country was contrasted with that done by his colleague who teaches one homogeneous class of fifty in a well-organized city school, have occasioned some comment. It is sometimes contended that no class of fifty is homogeneous. Strictly speaking, I readily admit that this is so. No two boys are exactly alike. But we can find groups of boys so nearly alike that for most practical purposes we must treat them as if they were identical. Otherwise individualism would run riot to an intolerable extent. And if a class in a large well-organized school is not homogeneous, why does the teacher almost always act as if it were? Why does he not do, in the interests of his pupils, what the teacher of a small school is forced to do—break his class up into groups of five or ten, in order to give special attention to those pupils who are weak in certain subjects, while their cleverer companions are left to themselves to do some work which can be done without the teacher's constant supervision? The breaking-up of a large class into small groups, in order to give almost individual tuition to the children in certain subjects, is carried out every day by the mistresses who conduct the best infant departments. The practice does not seem to be common in the classes of the junior and senior divisions, where it would be more easy.

Discipline.

Great improvement during recent years.

School discipline is a matter in respect of which there has been such great improvement during the past ten years that one seldom thinks about it now. Good discipline seems to exist as a matter of course, and we are apt to forget how much effort and how much skill teachers have had to expend in securing in their classes the excellent behaviour that passes without comment. Children are not naturally well-behaved. The general excellence of discipline is one of the clearest indications of the improve-

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ment that has taken place in the training and the tone of teachers as a body. It is, no doubt, quite true that before 1872 there were teachers in Scotland who have now few living rivals; but it is at least equally true that for every one unsatisfactory teacher who can now be found in State-recognized schools there were then many. Within recent years the average of professional proficiency has greatly risen, and under the new system of training the average is likely to rise still more rapidly.

Attitude of pupil towards teacher.

Time was when the ordinary pupil seemed to regard his teacher as a natural enemy or, at best, as a sort of superior being, awful and remote. Happily this is no longer so. In the great majority of cases one is struck by the close sympathy existing between teacher and taught. In the best infant departments the child regards his teacher with trustful affection: in junior divisions this attitude is, as a rule, retained, often with the added charm of eager desire to learn.

Of teacher towards pupil.

While these conditions prevail in the best schools, it is yet true that in many instances the teacher still treats children in class too exclusively as beings under tuition. Not for a single instant does this teacher allow himself to forget, or permit the pupil to forget, that the one is there to teach, the other to be taught. The very tone of voice adopted is entirely different from that in which the same children would be addressed in the playground or in their homes. It stands to reason that where such a mode of treatment prevails the atmosphere of the classroom is highly artificial if not utterly false. Normal growth is incompatible with unnatural environment: the most successful teacher is the one who has learned most completely how valuable is the discipline which permits pupil and teacher alike to be natural.

In Supplementary Courses.

Much of the excellence of the work done in Supplementary Courses is due to the absence of restraint. In the majority of cases the pupils are no longer treated as children, but as responsible, intelligent students. They are made to feel that they are working on their own account, with a friend at hand to guide them when they encounter unusually serious difficulties. It cannot be said that this holds good of all the Supplementary Courses, but the number of less satisfactory courses is rapidly diminishing.

Corporal punishment.

In the best schools corporal punishment is practically unknown; in the worst it is much less common than it was. It is satisfactory to find that the use of corporal punishment is rare in the lowest and in the highest classes. Recent child-study investigations seem to show that the "curve of natural cruelty" as determined by the tendency of a child to exact an eye for an eye, a tooth for a tooth, reaches its maximum between the ages of seven and nine. It may be noteworthy that it is precisely at this stage that the use of corporal punishment appears to be most frequent.

Ordinary School Subjects.

The "Three R's."

As the ordinary school subjects form the staple of Elementary School industry, H.M. Inspectors devote to these subjects most of their remarks. At the same time they clearly keep before themselves the fact that Reading, Writing, and

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Arithmetic do not *per se* in any sense constitute education, but are merely some of the necessary implements of education. All through the reports from the several districts there runs the thought that, in view of what education really means, proficiency in "the three R's" must not be regarded as an end in itself.

Improvement in methods of teaching.

For the past three years we have directed special efforts to the improvement of the methods of teaching English and Arithmetic. In some districts these efforts have met with greater success than was expected; but the occasion for effort in all districts still exists. Everywhere there is need for bestowing special care on curricula in History and Geography, and for trying to secure more enlightened methods of Nature Study. Mr. Jamieson describes the progress recently made in these matters in the Edinburgh district, and the reports from the other districts indicate that the problems to be solved are occupying the thoughts of my colleagues.

English.

Under the head of English, there is a consensus of opinion that the recitation of poetry is generally tasteful and correct; but there is equal unanimity in criticizing the inferior quality of many of the passages of so-called poetry which classes are set to learn.

Arithmetic.

Arithmetic is discussed with care and insight in several reports, and on all hands there is evidence that concrete methods of instruction, simplification of processes, and the practice of mental calculation are spreading rapidly. At the same time it is clear that much yet remains to be done in these directions. The habit, however, is disappearing of regarding arithmetical rules as a series of separate sealed chambers, each chamber requiring its own special *open sesame*.

Geography.

For the teaching of Geography the most effective method would seem to be a combination of the *con*centric and the *ec*centric methods; that is, to give the child, simultaneously, a knowledge (1) of the form of the earth and of the distribution of land and water on its surface, and (2) of the surroundings of his home and school; then to go on from session to session (1) filling in the details about the earth's surface, and (2) steadily extending the pupil's geographical knowledge from home outwards. By the time the scholar is twelve the two courses of study will have coalesced, and his knowledge of the geography of the world will be complete—at least in outline. It may be hoped that the use of the Ordnance Survey map will spread. Several Inspectors have advocated this method of geographical study in their districts, but the response with which they have as yet met has not been encouraging.

History.

About the methods of teaching History there has been greater conflict of opinion; and I know of no more promising scheme than that outlined by Dr. Douglas Thomson in last year's General Report on the Western Division. This scheme could be modified in details; but its basis is a combination of the *ex*tensive and the *in*tensive methods of study. It avoids the weariness which is said to supervene on the unalloyed use of the

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concentric method, and it obviates the forgetfulness, the confusion as to the sequence of events, and the ignorance of cause and effect, that are noticeable when History is studied in periods without adequate revision. The periods are often unskilfully chosen, and revision is seldom adequate. Dr. Dunn's remarks, which I shall presently quote, deserve also to be weighed. As he points out, the relative amount of importance to be given to the recent past and the distant past ought to be carefully considered by those who set themselves to construct curricula in History.

In the reports before me, while there are comments upon the unskilful teaching of the subject, there is no suggestion of neglect. Also, the indications are that the neglect of Scottish History, of which so much has been said recently, is more common in Secondary than in Elementary schools.

On Nature Study the remarks of H.M. Inspectors are almost all despondent. Mr. Fleming, however, reports that he finds an encouraging amount of good work in this subject in the Border district. The study will never make progress till teachers generally recognize that the oral communication to children of a number of detached facts about Nature is not Nature Study at all. Nature Study.

It will be of value to present now some specially selected quotations from the remarks made by my colleagues on the subjects which I have mentioned above:—

On Reading, Mr. Barrie reports:— Reading.

"Reading cannot be said to be making much headway in the district. Slovenly or incomplete articulation is still to be found in too many schools, and a strong provincialism is rampant among the children in the southern and south-eastern parts of Midlothian and Haddington. An attempt is generally made by the teachers in the junior and infant classes to get the children to read with natural grouping of words and with some degree of modulation and emphasis, and their very laudable efforts are, as a rule, crowned with a very praiseworthy measure of success. Unfortunately most, if not almost all, of this good quality in reading entirely disappears when those children reach the senior classes. Whether it be owing to a natural shyness on the part of the pupils themselves, or a failure on the part of the teachers to encourage the habit, it is difficult to say; but where the practice is continued throughout the schools, as is the case in many of the better schools, the senior pupils show no diffidence, and the reading is much more pleasant to listen to, and must be of much more value to the pupils themselves. In the larger schools in Leith and other towns in the district reading in the infant and junior classes receives a great amount of attention, and many of the teachers produce admirable results. Often the expression or emphasis is exaggerated, but that does no harm at this stage. The point is to get the ice broken, that is, to get the children out of their own monotonous drawl, and the exaggeration will in due course cure itself." *Mr. Barrie.*

Dr. Dunn, after commenting on a steady improvement in mechanical fluency—a result, he believes, in a large measure due to the introduction of systematic home-reading—continues:— *Dr. Dunn.*

"Too little attention is given to local peculiarities of pronunciation, particularly, as regards Fife, to the prevalent rounding of the vowel *a*.

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The mastery of unfamiliar or literary words would be greatly facilitated by systematic syllabication of these words on the blackboard. This is a point to which much greater attention is given in France than in this country. As the teaching of phonetic has now been established in the training colleges, its application to the teaching of English, in the higher classes at least, would not be difficult."

Mr. Millar. Mr. Millar reports a great extension in the range of reading and puts in a strong plea for the systematic practice of conversation lessons as the best means of correcting mistakes in pronunciation, grammar, and vocabulary. He speaks favourably of the retention of genuine Scots words, and draws a distinction between such words and English words which are often called Scots merely because they are so mangled in the local pronunciation as to be unrecognizable. He agrees with Mr. Fleming in thinking that a Scots boy should be able to speak both Scots and English, but should be aware at each moment which language he is speaking. Like Mr. Fleming, he entirely disapproves of a Scots pronunciation of English, and he concludes:—

"If we aim at something more than teaching the children literary English as a foreign language to be spoken with more or less ease when occasion arises; if, in short, we aim at greatly modifying their ordinary speech out of school, it is a Herculean task that we set ourselves, and it must be acknowledged that the progress made up to the present is imperceptible. That is, however, the more reason why we should persevere. The steady practice of oral composition during the nine years or so of school life may be expected to produce some effect."

Mr. Fleming. Mr. Fleming also comments on the increase of the amount now read, and continues:—

"There was a time when to be able to read was an accomplishment, but that time has long passed; and when there are systems which promise to teach infants to read in a twelvemonth, it is manifestly absurd to expect that to be able to read is to be regarded as a fitting achievement for a child of fourteen to accomplish. A child before he leaves school should not only have been able to read for some time, but should have read a good many books, and been introduced at any rate to certain of the English classics."

Mr. W. G. Fraser. Mr. Fraser reports:—

"The practice of supplementary individual reading in addition to the use of class readers, introduced in connection with Supplementary Courses, is now carried on in some few schools, more or less systematically, in classes of the senior division. It is to be hoped that this practice will become more general. Opportunities are not lacking in small schools, where so much of the pupil's time must be spent in 'silent work'; and even in schools where each class has its separate teacher some time might profitably be thus employed while the teacher gives separate instruction in any subject to backward children, or even corrects exercises—a matter deserving some consideration now that, in some places at least, there will soon be no pupil-teachers to fall back on. . . . . The proper place of reading aloud in Supplementary Courses, too, is a matter to which more attention might with advantage be given. The extent to which it should be practised undoubtedly varies with the locality of the school. Where the natural speech of the children is slovenly and inaccurate there is more need for this exercise. On the whole, however, it would seem that, in country schools especially, too much time is often spent in this way. The object of the course being to encourage children to read whole books for themselves, the reading aloud of paragraphs in rotation is not essential; and especially to be deprecated

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is the custom, not uncommon in small schools, of combining the Supplementary class with the highest class of the senior division to read aloud from 'History Readers,' 'Geography Readers' and so forth. The Supplementary Course pupils have, or should have, already read the main outlines of History and Geography, and would now be better employed in refreshing their memories from suitable works of reference."

English Composition.

On the subject of English Composition I must limit myself to three short extracts. In the reports of my colleagues I find a clear consensus that instruction in Composition should begin simultaneously with instruction in Reading, or even before this; and that in the earlier years it should be mainly oral, consisting of conversation exercises, of the viva voce reproduction by the children of stories told to them or read to them, or of their own accounts of incidents observed by them. With these recommendations I heartily agree. At the same time I would point out that there may be the mistake of delaying too long the initiation of the child into the art of expressing thought in writing. Even young children, once they have attained some facility in the use of the pen (or the pencil), take a quite natural and healthy pleasure and pride in putting down their simple thoughts in writing, "like grown-ups," as they say; and I see no good ground for objecting to the comparatively early introduction of this exercise, if only it be used with discretion. Moreover, daily experience proves that the power of ready and efficient use of the spoken word and the power of ready and efficient use of the written word do not by any means always go hand-in-hand.

After discussing various methods of teaching this subject and noting the progress made in recent years, Dr. Dunn concludes:—

Dr. Dunn.

"When a 'free' subject is taken—as for example *A walk by the sea-shore*, *Evaporation*, etc.—many teachers do too much for their pupils, writing down upon the blackboard notes so full and detailed that the written exercises of the scholars are almost identical. The invaluable exercise of oral paraphrasing is in the primary school generally, perhaps almost universally, neglected. And yet it may be adapted to the simplest materials, so as to develop not only intelligence, but also idiomatic correctness and variety of expression. Even such a simple couplet as—

'I chanced to see at break of day
The solitary child'

would afford scope for alternative modes of expression and for the widening of the pupil's vocabulary."

Mr. Clark reports:—

Mr. Clark.

"More systematic practice has been given in oral composition, especially in the infant and junior classes. Good results are shown in many of the larger schools, particularly where the children have been taken in small groups at a time; but progress is, in general, slow in schools of the purely rural type. The exercise of story-telling and of the oral reproduction of the substance of a lesson is now, however, a recognised part of the daily work of every junior class, and time only is required to prove the value of the training in securing facility of both oral and written expression. The standard of written composition is not appreciably higher than it was last year, though in one or two of the schools where the pupils had been encouraged to use the library very good work was done."

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Mr. Fleming reports:—

Mr. Fleming "Considerably more attention is given to composition. It is commenced, as a rule, to be written at an earlier age than formerly, but there is not enough practice in oral composition in the lower classes. This is a serious defect. Speaking to children and getting them to speak has not been a school subject; but that is, after all, the first step in composition . . . . The inability to speak is very marked in the higher classes, and it is also a noticeable defect in the children in the secondary schools. That a child of fourteen years of age should not be able to stand up and give an account of something in a few connected sentences cannot be considered a satisfactory result of primary education."

Arithmetic. In discussing the subject of Arithmetic Dr. Dunn utters a warning against the neglect of the important elements of speed and accuracy. He comments on the advance that has recently been made in other respects, and adds:—

Dr. Dunn. "I am strongly of opinion that knowledge of fractional arithmetic is introduced at too late a stage—a relic of the old standard system. There is a pretty general consensus of opinion that fractional arithmetic in appropriate forms should proceed *pari passu* with the arithmetic of integers. The so-called 'proportion' sums are, as a rule, worked without any definite conception of what proportion really is. It is, I think, matter for regret that the generalised conception of arithmetical processes involved in the use of the algebraical notation is, as a rule, ignored; and the pedantry which adheres to purely arithmetical processes is almost universally prevalent."

Mr. Clark reports:—

Mr. Clark. "The teaching of arithmetic is characterised by the adoption of more educative methods. With very few exceptions the teachers have made earnest and successful efforts to carry out newer ideas, and it is greatly to the credit of many of the older teachers that they have not remained indifferent spectators of the advance going on around them. In the infant and junior classes one is still sometimes disappointed to find unintelligent, mechanical methods of training; but in general it may be said that the aim is not only to lead the children to acquire the power of manipulating numbers, but to get them to think in number. Graded problems go hand in hand with purely mechanical work from the outset."

Mr. Fraser reports:—

Mr. W. G. Fraser. "In the best infant divisions the newer ideas with regard to arithmetic have now taken root, and in junior divisions progress is evident; but senior divisions seem to provide less congenial soil. Perhaps this may change when the children now in the lower classes reach the higher; but one feels that part of the reason is to be found in the fact that too much is sometimes attempted before the 'qualifying' stage. It is no uncommon experience to give to a 'qualifying' class an arithmetical test which their teacher describes as 'too easy,' only to find that the children have so long been working complicated 'rules' that the 'simple sums' required by Article 29 come to them with all the shock of novelty. But it must be added that some teachers contrive to carry the pupils far ahead of the requirements without allowing them to forget the less pretentious but more fundamental processes."

Mr. Robb, Sub-Inspector, contributes the following note on Arithmetic to Mr. Jamieson's report:—

Mr. Robb. "While much improvement is manifest in the methods of arithmetical teaching, it is still true that too much purely mechanical work is done by the pupils. If it is rational that school should be a microcosm of after life, it is assuredly the case that a comparatively small portion of the average man's day is occupied in written computation. Yet one

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still finds classes working through long exercises in definite rules—exercises in which each particular sum is the analogue alike of its antecedent and of its successor. In schools where one teacher has several classes to deal with at one time, there is some excuse for this practice; but even in these circumstances greater variety might reasonably be introduced into silent work.

"Again one still finds some teachers reluctant to make use, in the arithmetical work of the lower classes, of concrete entities with which the pupils are quite well acquainted, though they may not have learned them in school. Such teachers would have no hesitation in asking a little child to subtract 9372 from 12514, but they would regard it as revolutionary to ask him how many pounds of sugar at threepence a pound could be bought for a shilling."

On History, Dr. Dunn reports:—

History.

Dr. Dunn.

"While I think that in the earlier stages of this subject the 'concentric system' is much to be recommended, as giving a bird's-eye view of the entire range of the subject, it appears to me that in the case of the senior classes a particular period is most advantageously studied. Such a practice is analogous to the requirements for geography, which, beginning with a general knowledge of the world, ultimately concentrate themselves upon Europe, the British Isles and the Colonies. When the 'concentric system' is pursued throughout the school, I have found that the knowledge acquired is scrappy and superficial, simply because there is no time in the higher classes for a detailed treatment of the subject over its entire range. And, after all, just as Europe is more important than Asia, so the later periods of English History are more important than the earlier. Such a statement is, no doubt, subject to modification if a particular phase of English History is studied—for example, the development of the Constitution; but it is probably correct if we confine ourselves to the sequence and correlation of events. We have also to remember that history is being perpetually made, and it is impossible to follow its vastly important developments in more recent times, if the time available is absorbed in a sketchy and sporadic treatment of the entire subject."

Mr. Clark reports:—

Mr. Clark.

"History, as taught in many schools, is a barren, unprofitable subject. What is the actual procedure of the average teacher in this subject? He works through a 'History Reader' as he would slice a loaf, and at the end of the course he finds that his pupils have not an intelligent grasp of what they have read. The mere reading of a text-book, with questioning by the teacher, is worse than useless. If History is to be an educative instrument, the teacher must succeed in kindling the imagination of the pupils. This he can do by an intelligent presentation and study of a few great historical characters and leading events, without loading the children's minds with an amount of detail, which, however necessary for the equipment of a student, is mere lumber to the elementary school child. Oral lessons, if graphically given, are the most effective. In the senior classes they might take certain well-defined lines which the pupils should be encouraged to follow independently by consulting any available sources of information in the school library."

And Mr. Millar reports:—

Mr. Millar.

"I do not think that the complaint that Scottish History is neglected is justified so far as this district is concerned. It would be strange indeed and deplorable if that were so, considering how rich in historical associations the district is. A reading book recently published consisting of an excellent selection from the 'Tales of a Grandfather' has proved useful in this connection. Lack of the sense of proportion is still the prevailing weakness in history teaching."

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I make the following extract on History from the note of Mr. W. H. Bell, Sub-Inspector, transmitted by Mr. Fleming :—

Mr. Bell.

"In the schools of the Border district the teaching of History is almost entirely dominated by the text-books in use. . . . Mere reading of a text book, with occasional explanation, question, and answer is quite unsatisfactory. In the earlier stages the work should be mainly oral, the history book being used to supplement and fix the oral lessons. Later the historical books in the school library should be drawn upon to furnish themes for composition, and to add vividness to the bald narrative of the ordinary text-book."

History and Geography.

Mr. Jamieson, reporting on History and Geography together remarks :—

Mr. Jamieson.

"If the study of geography at least were begun at an earlier age than has hitherto been common (the amount of geography overtaken in the two lower classes of the junior division has often been illusory) and if many of the irrelevant details were omitted from the history lessons a more comprehensive knowledge could be gained without any increase of effort on the part of the pupil.

"The teaching of both subjects is retarded by the fact that many young teachers have not taken the trouble to make themselves sufficiently acquainted with either history or geography. Consequently they are the slaves of school text books, and their lessons are apt to be uninteresting. Their beginning to teach without a complete knowledge of the subject may be readily excused. We have all done that. But they should study after they become teachers. Young teachers in secondary schools and in the universities are forced to work hard at their subjects after they begin to teach. Otherwise their scholars or students would render their lives unbearable. It is perhaps unfortunate that the perfect discipline of elementary schools eliminates this incentive to post-graduate study there.

"What I have said is not the conclusion of *a priori* reasoning, but the result of actual observation. I have listened to admirable lessons on history and geography, given by young teachers who explained to me that they used to find their classes listless and indifferent until they got up the subjects thoroughly for themselves and were able to dispense with text-books in giving their lessons. There are no subject in which it is more important that the teacher should have not only a firm grasp of his facts, but also a large amount of collateral knowledge which does not at first sight seem to bear on the lesson for the day."

Geography.

On the teaching of Geography I quote the views of Mr. Michie, who has made a special study of the subject :—

Mr. Michie.

"Particularly in the junior division the subject of geographical instruction requires recasting. There is a prevalent idea that the proper method of commencing the study of geography is to commit to memory a certain number of definitions of geographical features, these being illustrated by wall pictures or in some cases by clay-models; then to hurry on to the memorising of the topographical features of Scotland. There seems to be a feeling that, until the map of Scotland has been reached, the real work of geography has not been commenced.

"The study of 'home-geography' and the attempt to lay broad foundations based on the experience of the child do not receive the attention they deserve. One seldom finds a class that is confident of the direction of South, and one may be told that the North is towards the roof of the room. The geographical features visible from the class-room window, or the direction and approximate length of the street in which the school is situated, find no place in the scheme of work. In the earlier stages the subject of geography should be regarded as an integral part of, and be conducted along the lines of, the nature study instruction.

"The topographical facts regarding the British Isles are probably much better known at about the age of ten than at any subsequent period in life

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The amount of detailed information acquired is a monument to the verbal memory of the children; but the effort might be more usefully expended along more profitable lines. With the names are associated a number of important or interesting facts; but the attempt is seldom made to compare broadly the geographical characteristics of two districts, or to trace causal connection between two sets of data.

"Again, in dealing with the geography of the world, the general principles of distribution are lost in a detailed cumulative study of individual countries. To proceed here from the general to the particular would effect a saving of time as well as create a more lasting impression. The study of current events as a means of teaching geography and widening the general intelligence of the pupils is often admirably conducted.

"In Supplementary Courses practice is frequently given in the use of an atlas as a book of reference. In Abbeyhill Public School the Ordnance Survey maps, issued at a cheap rate for school use, have been adopted. Several school journeys were made over the district represented in the map. These were made the opportunity for combined lessons on geography, history, and nature study. As models of carefully planned and effectively conducted school excursions these are deserving of imitation."

Remarks on Nature Study are made by Dr. Dunn, Mr. Jamieson, Mr. Clark, Mr. Fleming, and Mr. Michie. I quote from Mr. Michie's report which is the fullest:— Nature Study.

"Nature study in practice ranges from the reading of an American text-book on Health to the direct observation of Nature in the field under the guidance of an expert teacher. The object lesson is its commonest form. This is frequently given, not from the object itself as the name would lead one to expect, but from a picture of the object. Its purpose is to increase the child's vocabulary, to impart interesting information, or to supply material for English composition. Such lessons are often very valuable. In the subjects of history and geography one would heartily welcome the extension of teaching from pictures, and especially from the home-made diagram which is so seldom in evidence in elementary schools. But this is not Nature Study. *Mr. Michie.*

"In a well-balanced curriculum a place should be found for the acquisition of knowledge directly from the child's experience of the actual objects, without the intervention of text-book, picture, or teacher. Here the function of the teacher is to provide the suitable environment, to permit the child to learn for himself, to stimulate and guide, it may be, by suitable queries, to encourage and to listen to the child's observations and questionings, and when possible to put him on the lines of ascertaining the explanations for himself. For at least one lesson a week let the teacher refrain from telling the child things that he can ascertain for himself; let her act as the learner alongside of the class; let her afterwards collect the various observations of the pupils, and learn what simple generalisations they can arrive at for themselves; let her sometimes compare and contrast different sets of observations, and call in the aid of previous experience to ascertain what suggestions they can offer in the way of explanation.

"In selecting subjects for study the teacher should be mainly guided by the supply of readily accessible material. In the country the study of the physical geography of a burn, or the life of a pond might well form the subject for a year's course. Even the town school has its museum, its public gardens, its playground, its school material, and its sky. It is often in the infant departments of the city schools that this subject is most effectively studied. Here one may find window-boxes, pot-plants, small flower-plots in the playground, aquaria, and vivaria. The question of supply of material in the city does not seem to be insurmountable."

Supplementary Courses.

Dr. Dunn, Mr. Jamieson, Mr. Clark, and Mr. Fleming all write very fully on the work of Supplementary Courses. Their reports are so exhaustive that limits of space forbid quotation; but the Supplementary Courses.

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remarks which follow are largely based on their observati
Though these officers have been dealing with districts in wh
conditions vary considerably, yet they are in substantial ag
ment in all their statements.

Increase in Courses. The popularity of the courses continues to grow and th
number to increase. But Mr. Fleming points out that there
yet far too few in the Border district.

Nature of Courses. Mr. Fleming puts in a powerful plea for a wider adoption of
dustrial and Rural Courses. He finds that the chief obstacle
the way of an adequate provision of such courses are the lacl
sufficiently qualified teachers and the parsimony of managers.
Jamieson refers to efforts that are being made to institute Ru
Courses in the Edinburgh district; while Dr. Dunn, in speak
of such courses, agrees with Mr. Fleming in thinking that
reason why they are not more generally found is that there
too few teachers fully competent to conduct them. In
smaller schools the Commercial Course, with extensions
modifications, is the most common; but in the larger tow
extensive provision is made for Woodwork, Ironwork, Cooke
Laundry-work, Dress-making, and Practical Household Econo

English. Mr. Clark states that the study of English, which he had occas
to criticize last year, has greatly improved, and speaks hopefu
of the rapid extension of home-reading and of the favoura
effect which this has on written composition. His colleagues
other districts are unanimous in stating that the best work
being done in English and in the other subjects which co
under the head of Schedule V.; and they all urge a furt
development of activity under Schedule VI. There is a
unanimity in advocating still more individual work on the p
of the scholars, a more generous provision of school libraries,
a more systematic use of such libraries.

Use of works of reference. In this connexion an improvement which seems equa
desirable and possible is the regular use of works of referenc
not by the teacher, but by the pupil. The average pupil ta
an unconscionable time to look up a word in a dictionary or
track a new name in an indexed atlas. The facility with wh
a child consults such a work is to some extent a gauge of
mental benefit he gains by learning to use it at all—a fact
frequently lost sight of by teachers. Again, it seems to
obvious that pupils should at this stage know where to f
certain classes of facts; yet one colleague observes that when
examiner asks, in regard to an unanswered question, "Wh
would you find that out?", he is too often met by looks
blank amazement.

Physical and moral effects of Supplementary Courses. In dealing with Supplementary Courses some of my colleag
have been struck by the rapid progress that the scholars ma
in physical stature, in mental growth, and in personal tidin
and manners. This is especially true in the case of girls, and
is most of all true of girls attending schools in the poo
localities. This fact may be attributed to several causes, so
of which are these:—(1) Before 1901 in the poorer localit
we saw few children of thirteen and fourteen in the schoo
They were either at work or hanging about the stree

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The Act of 1901 has conferred a great benefit on the community by keeping children of twelve from being demoralized by running wild in the streets, or from being physically stunted by hard and premature manual toil. It is, I believe, probable that the average physique of the rising generation will be superior to that of their fathers and mothers. (2) The scholars have reached an age at which physical and mental development (given favourable circumstances) is usually rapid. Now when they are kept at school, amid conditions conducive to the health of mind and body, the rapidity of their growth attracts our notice. Further, the fact that at this stage their training is generally entrusted to specially selected and superior teachers probably accounts for the great improvement in their appearance and manners. (3) Instead of leaving school at eleven or twelve, as they usually did before 1901, and promptly forgetting the elements they had learned, these boys and girls have now to remain at school during the years when their minds are really opening, and they suddenly discover that the lessons which they had learned in early childhood, sometimes with pain and sorrow, do have, after all, a meaning and a use, and can be made a means of securing mental pleasure. The surprise occasioned by this discovery, and the greater freedom of the conditions under which they work in Supplementary Classes, may explain the zest and activity which are certainly observable. There, relieved to a great extent from the strain of grappling with the rudiments of new branches of knowledge, they are engaged rather in discovering the practical value and application of school subjects already familiar; and this is a pleasurable occupation.

Drawing.

Drawing now universally taught.

The struggle which it was necessary to maintain for some years in order to establish Drawing as an integral part of the elementary curriculum is now over. The subject has now, as a matter of course, its assigned place in the scheme of work, and no longer requires to fight for recognition. Though the pioneer period is past, interest in the subject does not wane. What is now chiefly desirable is the correlation of Drawing with other subjects in the curriculum, particularly with Nature Study. In many schools such correlation already exists; and from all the districts of the Division there comes evidence of steady progress.

Mr. Clark reports:—

Mr. Clark.

"Drawing from the object is universal, and progress, if gradual, is none the less being made. Brush-drawing is very well taught in a few schools. The purpose of drawing in the elementary school curriculum is being better understood, but owing to the lack of training on the part of many of the rural school teachers, the quality of the work is not generally high."

The fullest discussion of the subject that has reached me this year is that supplied by Mr. J. Wilson, Sub-Inspector, in Mr. Millar's report. From Mr. Wilson's notes I extract the following:—

Mr. Wilson.

"Drawing from actual objects is now the rule. It is attempted in every school. The success varies with the calibre of the teacher and the method of teaching. It is least satisfactory where the teacher obviously makes free use of the pupil's pencil. To correct errors is tempting; but

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to do so does not train the child to draw and observe for himself. Again the excessive use of india rubber results from the lack of observation of th object, and is always proof of weak teaching.

"Free-arm drawing is still practised, but there is a tendency to evade th exercise when possible. The branch has never become popular, chiefl because of the difficulty of performing the work satisfactorily. Des boards, now so common, are shaky, and do not lend themselves to the fre use of the arm. The work is best where the boards are fasten d to th walls, or where long boards are erected in halls. . . . . The pupils dra best where the use of dusters is prohibited, except for cleaning off the drav ing. The prohibition ensures close observation and careful outlining

"Brush-work of the antiquated blob type has practically disappeared. I some schools good work is done in painting leaves and flowers in wate colours from nature; and the correlation of this form of exercise an Nature Study is not lost sight of.

"Except in the case of the worst schools, drawing to scale from actual ob jects, which the pupils have handled and measured for themselves, is no the rule. Geometrical drawing is occasionally practised as a supplemen tary exercise. Most weakness occurs in the proper use of the set square.

"Drawing is undoubtedly making headway; but it will never be quit satisfactory until the teachers are trained, not merely to draw, but to teac children to draw."

Singing.

Singing. Most of the reports contain references to Singing, an I gather that my colleagues are generally satisfie with the progress made. There are, however, complaints tha the songs practised are often either of inferior merit or beyon the range of the children's voices. A plea is put in for mor practice in voice-training and ear-training, and for more diligen cultivation of the faculty of sight-reading. The use of the sta notation in senior classes seems to be spreading.

Needlework.

Needlework. From the reports before me it is clear that there is no abate ment of the attention which Needlework receives. During th past few years there has been even a growth of interest in the sub ject. The girls, remaining longer at school, are able to undertak work of a nature which was formerly beyond their reach. Thus th tasks attempted have grown in variety, attractiveness, and utility Probably the arrangements for teaching this subject are nowhe more complete than in the city of Edinburgh and in the burg of Leith. As a rule, in each of the schools under these board there is a special Sewing-room and a special staff of teachers Needlework. The Sewing-room is frequently the brightest an airiest room in the building; and nearly all the teachers of th branch have had special training for their work. According t the size of the school, the staff varies in number from one to fou The work in each school is supervised by a Committee of lad visitors, who, in most cases, really supervise. This thoroughnes of organization is hardly practicable except in large towns; bu in many smaller places an approximation to it might be made.

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Physical Training.

Physical Training.

No part of the school curriculum stood so much in need of reform as the teaching of Physical Exercises; and during the past two years a great deal has been done at least to initiate a reform. Captain Foster, Inspector of Physical Training, has been indefatigable in visiting schools, in advising teachers, in conferring with managers, and in trying to persuade both managers and teachers to introduce better methods. The tact and judgment which he has displayed have enabled him to awaken interest and to overcome indolence and prejudice. He has kept in touch with his colleagues in the inspection service and has enlisted their sympathy and co-operation. The district reports which I have received make it clear that H.M. Inspectors have all been paying attention to Physical Training, and that they are familiar with Captain Foster's ideas and aims.

When the new College of Physical Training at Dunfermline has had time to send out an adequate supply of trained specialists to enlighten and guide the regular class-teachers, rapid progress should be achieved. Already a very promising beginning has been made, at Captain Foster's suggestion, in appointing specially qualified visiting teachers. I have pleasure in presenting (partly by verbatim quotation and partly in *précis*) the following summary of Captain Foster's valuable report:—

Captain Foster.

Leith School Board

Edinburgh Roman Catholic Managers.

Perth School Board.

Carnegie Physical Training College, Dunfermline.

"The Leith School Board have appointed a lady, trained at the Dartford Physical Training College, to visit their schools. She has also arranged to instruct the female Pupil-teachers, and to hold classes for Teachers.

"The Managers of the Roman Catholic schools in Edinburgh have appointed a lady, trained at the same institution, to visit their schools. So far, she has not held any classes for Teachers, but she has arranged to do so later on.

"The Perth School Board have engaged a lady, trained at the Chelsea Physical Training College, to conduct the Physical Training of the girls at Perth Academy and to visit the Elementary Schools.

"The staff of the Carnegie Gymnasium and Physical Training College, Dunfermline, supervise the whole of the Physical Training in the Dunfermline schools.

"Numerous Classes for Teachers have been held at various centres. Those held at Dunfermline were particularly good. A very complete course of lectures was given in connection with the Practical Training."

Classes for teachers.

There appears to be a pretty general movement in the direction of securing that the ordinary teachers shall take a foremost part in the physical training of their pupils, but this system cannot reach its full scope of usefulness until all the teachers have grasped the true aims of such training. When this has been accomplished, very great benefit should accrue to the pupils, especially to the weak and backward. In this connexion, and with special reference to country schools, Captain Foster makes the following valuable suggestion:—

Recommendation as to country schools.

"The Physical Training in country schools would be very much assisted if the County Committees would engage fully trained instructors, as has been done in other subjects, and allow small School Boards to retain their services as visiting teachers to their schools. Such instructors would also be available for conducting classes for teachers. This seems the only feasible way of affording to country teachers the advice and assistance necessary to render them efficient instructors under the new system."

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Time that should be given to this subject.

The time per week devoted to this subject is still, in too many schools, insufficient. It varies under different boards, and even in different schools under the same board. On this Captain Foster says:—

"Where only one half-hour per week is allowed, the time should certainly be extended. It is to be hoped that in the future no time-table will be passed which gives only one half hour in the week to this subject.

"I would again call attention to the necessity for short periods of physical exercises (one or two minutes) between lessons.

"The time-tables in many Infant Departments require revision. Long periods of physical exercise, such as lessons of half an hour, are entirely unsuited for small children. Short and frequent intervals of games and exercise are required, and the lessons should be made as bright and attractive as possible."

Physical Records.

In one or two cases a systematic effort is being made to obtain Records of Physical Measurement. The Leith School Board have decided to commence such a system. At several of the Higher Grade and Secondary Schools records of the age, height, and weight of pupils are made several times a year.

Medical Inspection.

Medical Inspection, in addition to the systematic recording of physical measurements, has been commenced in the Carnegie Gymnasium, Dunfermline, and in the Church of Scotland Practising School, Edinburgh.

With reference to the training of the future teacher Captain Foster remarks:—

Pupil-teachers and Junior Students.

"Under some Boards arrangements have been made for the training of Pupil-teachers, but under many the Pupil-teachers do not receive any training. The question of suitable physical training and instruction for Junior Students will have to be considered in the near future. Many of the difficulties which existed under the pupil-teacher system should now disappear. At all centres the services of highly trained instructors should be secured and a properly graded course arranged in connection with the more advanced work to be done at the Training Centre."

School Libraries.

School Libraries.

There has been a great increase in the number of school libraries during the year; and my colleagues are unanimous as to the necessity of a still further increase. They usually now make the acquisition of a small library a condition necessary to the recognition of a Supplementary Course; and it is difficult to see how the intention of such courses can be adequately carried out apart from this equipment. It is not in the Supplementary Classes only that access to a library is desirable and beneficial: the good effect is felt throughout the school.

A very deep debt of recognition is due to the generosity of Mr James Coats, of Paisley, who has taken special pains to learn just where the gift of a library would be of greatest benefit, and has been most liberal in distributing libraries to all parts of Scotland. As a result one finds surprisingly well-read children in the most unlikely places. To the teacher, as well as to the child, the school library is a boon.

HIGHER GRADE SCHOOLS (OR DEPARTMENTS).

In last year's General Report I devoted a considerable amount of space to the discussion of problems connected with Higher

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Grade Schools. As there has been no important change during the year, I do not propose to enter into great detail in this report.

Provision for Higher Grade work

The Higher Grade provision throughout the Southern Division is approaching completion—in the meantime. But with the growth and movement of population, and with the steadily increasing demand for education of this type, there can be no finality. The School Board of Edinburgh may soon have to face the equipment of another Higher Grade Department, though nothing on the extensive scale of the two Higher Grade Schools which they already possess is likely to be necessary for several years. In some of the rural counties new centres for Higher Grade instruction may be required here and there.

Errors to be avoided.

In establishing Higher Grade Departments managers require to guard against two opposite errors. (1) The Higher Grade Department should not undertake the functions of the elementary school. If pupils are certain to leave school at fourteen, they should not enter upon the Higher Grade curriculum: their place is in the Supplementary Course. In country districts it may sometimes be necessary to conduct a Supplementary Course and a Higher Grade Course in the same school; but, even where this is so, the two sets of pupils should follow different curricula. Their needs and aims are different. (2) In large centres of population, where ample provision for secondary education already exists, managers should keep this fact in view in settling the curriculum of new Higher Grade schools. While in country districts where there is no Secondary school within reach it may often be necessary for a Higher Grade school to develop a curriculum, not of three years, but of five or six years, and thus to do the full work of a Secondary school, this should seldom, if ever, be necessary in a large city. Where Secondary schools of established reputation already exist, especially when such schools are mainly supported at the public cost; where the provision of bursaries is sufficiently ample to enable every duly qualified pupil, of whatever station in life, for whom secondary education is really desired, to proceed to a genuine Secondary school, the development of advanced secondary curricula in Higher Grade schools means, not the popularization of higher education, but the waste of public money.

I shall conclude this section of my report by quoting the reports of H.M. Inspectors Dr. Nacnair and Dr. Stewart on the teaching of Science and Art subjects in Higher Grade Schools:—

MATHEMATICS.

Dr. Macnair. Geometry. Algebra.

"With few exceptions the schools are now carrying out, more or less successfully, the reformed methods of teaching that have been advocated by the Department. In geometry the improvement in the educative value of the work is very marked in many schools; in algebra the teachers seem to find it harder to get out of the old groove, and the improvement is consequently not so decided."

Dr. Stewart. Arithmetic.

"In arithmetic considerable facility in manipulation has been attained in nearly all the schools; but in too many cases the procedure is purely mechanical, and comparatively little attention has been paid to the cultivation of clear and logical consecution in the statement of solutions. This is especially marked in the case of exercises in proportion, in connection with which teachers might with great profit refer to Appendix No. 3 of the

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General Report on the Western Division of Scotland for 1903. A ce
tain amount of difficulty also arises in this respect in the case of tho
classes which receive entrants from several different schools in whic
different methods are in use. The division of arithmetic into isolated com
partments also lingers, and has a retarding effect on intelligent progres
While processes involving the use of decimals are accurately carried ou
many pupils do not thoroughly understand the principles involved ther
in, and often the decimal fraction is regarded as something obscure an
artificial, whose use it is prudent to avoid. Indeed it might be well to co
sider whether at the outset of the Higher Grade course it would not
advisable to spend some time in a rapid *résumé* of principles already
use by the children. Those principles are few, and their thorough compr
hension would undoubtedly lead to more real and lasting advance.

Algebra. "In Algebra, newer methods of introduction to the subject are gainin
ground, with beneficial results, and teachers may confidently be expecte
to make further advance towards the best treatment of the subject in th
light of the experience which they have gained. It is surprising to fin
however, that a considerable number of mathematical teachers and hea
masters have hitherto remained in ignorance of Appendix No. 4 to th
Scotch Code (1906). In the less elementary part of this branch principl
have generally been carefully taught, and well comprehended. The natu
of the simple equation is not, however, in all cases thoroughly understoo
Sometimes pupils who solve such an equation with ease are quite unab
to verify their solutions, while in very many schools the complete verific
tion of the solution obtained for a pair of simple simultaneous equatio
has proved to be beyond the power of the pupils.

Geometry. "In Geometry distinctly good work has been done, and much progre
has been made towards establishing a proper relationship between e
periment and demonstration. The measurement of angles, and th
various units connected therewith, appear to offer considerable difficul
to the young beginner, and here the practical aspect of the work is of gre
aid; but the existence of variety both in units and in nomenclatu
renders it necessary to take very great pains to secure clearness
conception; for instance, pupils are often satisfied to explain 'right angl
by means of 'perpendicular,' and thereafter 'perpendicular' by 'rig
angle.' Teachers might also take advantage of the experimental wo
to explain the true nature of inductive reasoning.

"In conclusion it may be remarked that, while much has been done
bring arithmetic into close relationship with algebra and geometr
no proper correlation between the two latter branches has yet be
generally effected."

SCIENCE.

Dr. Macnair. "It is one of the advantages of the smallness of most of the Higher Grad
Schools that in a large proportion of them mathematics and science a
taught by the same master, and that consequently there is no difficulty
securing that intimate connection between the two studies which is
helpful to both. On the other hand, many of the teachers of science ha
had only a very meagre training in laboratory work, and it is much to the
credit that, in spite of this disadvantage, their work is, on the whole,
satisfactory. It is very desirable, however, that they should take adva
tage of every opportunity of enlarging their experience by attending cours
of instruction organized for their benefit, such as the admirable summ
courses held in the Glasgow Technical College, or those at the Roy
College of Science, South Kensington."

Dr. Stewart. "In general, work of a meritorious character continues to be don
and some progress has been made towards remedying the defec
alluded to in last year's Report. In some cases oral examination
the end of the session indicated that rather little time had been d
voted to theoretical discussion and co-ordination of results. More ca
should be taken that pupils are able to estimate intelligently th
degree of accuracy that may be expected in results calculated fro
data obtained by experiment, and an understanding of the idea

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fractional (or percentage) error is essential. To instruct pupils, as is often done, to carry numerical results to a certain number of decimal places is futile; for this number may vary in the same experiment with the units adopted and the instruments employed, and in different experiments even with the same units and instruments.

"Scrupulous care should be taken with records; every observation, good or bad, should be entered; and grammar, spelling, and punctuation ought to receive more attention than is often the case. To permit in the science notebook what is wrong in the exercise in English Composition is to encourage carelessness and slip-shod habits."

Drawing.

"In the larger schools, where specially qualified art masters have been appointed, the standard of work in drawing has risen enormously in the last few years, notwithstanding the fact that the time given to the subject rarely exceeds the minimum of two hours per week required by the Department. In the smaller schools, where drawing must perforce be taught by one of the ordinary staff, the improvement is naturally less marked, but even there it is quite distinct. It is worth while to point out, however, that of late there has been a tendency in all the schools to give the chief, or even the exclusive, place in all schemes of work for advanced classes to painting, and to spend almost the whole of the time in making a small number of comparatively elaborate studies. I have no objection to this work in itself; but it should be remembered that, in 99 cases out of 100, ability to sketch quickly and accurately is of far greater practical value than the power of rendering colour or minute differences of light and shade, however faithfully. Practice in rapid sketching of a great variety of objects should, therefore, be carried out concurrently with the other work throughout the whole course, and I do not think it would be too much to ask that at least 40 minutes should be given to such work every week." *Dr. Macnair.*

Manual Work.

"This subject is taught in only about one-third of the Higher Grade Schools in the division, and is confined to Woodwork. The teaching is generally good, and in many cases the work reaches a high level of merit. In the future I hope to see the instruction in Woodwork supplemented, in the higher classes, by courses in simple Metal-work, including work in wire and sheet-metal, soldering, and screw-cutting." *Dr. Macnair.*

I present as an Appendix a report on Cookery and Laundry Work in the Division, by Miss Crawford, Inspectress of Cookery, etc. Cookery, etc.:—see Appendix.

I desire to express here my great indebtedness to my colleague Mr. Jamieson for the very valuable help he has given me in the preparation of this report.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

A. E. Scougal.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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APPENDIX.

Report on Cookery and Laundry Work in the Schools of t Southern Division, by Miss Crawford, Inspectress of Cookery, etc.

Cookery.

Statistics. During the past session sixty schools in this Division have been visit In fifty-three of these the instruction was conducted by visiting teach of Cookery, and in seven by one of the members of the teaching st In this Division most of the schools have received at least one vi during the past three years, and some uniformity now exists in t methods of management and of conducting the classes.

Schemes of Work. The schemes of work prepared by the respective teachers have mu improved, and as a rule show that in the preparation of them so thought has been given to their suitability for the pupils concern Dishes of the cake variety that will "sell best" have been alm eradicated from these schemes, and those of a really serviceable nat

Disposing of the cooked food. substituted. As a rule there is little difficulty experienced in dispos of the cooked food; but this in a large measure depends upon individuality of the teacher, her skill in cooking, and her strict attent to such matters as cleanliness, punctuality, and method in every detail

Gratis distribution. the work. One district Board generously gives gratis the cooked prod to the pupils concerned thus encouraging the true practical test of succ namely, the tasting of the food.

Edinburgh. In Edinburgh city there is little new to report regarding the work. many of the schools, particularly those situated in the poorer districts

Gas stoves. the city, the gas stoves still remain as the only means of carrying cooking operations. This is greatly to be regretted, for, as was said in l year's report, much of the instruction given under such conditions yie a very poor return. These pupils are utterly helpless when confron with an ordinary kitchen-range or fire-place, of the management manipulation of which they know absolutely nothing. This Board empl for the most part a staff of excellent and specially qualified teachers, v

Commendable arrangement for 'demonstration.' make the subject a real instruction and education, not forgetting at same time its practical aspect. Many of the classes never exceed eight pupils for *demonstration*, as for practice; and the increased interest, gres efficiency, better discipline, and improved class results make this met of procedure highly commendable and worthy of imitation.

Leith. In Leith district Cookery is taught to most of the pupils of Elementary Schools, also in Leith Academy and Trinity Academy Hig Grade Schools.

Linlithgowshire. Linlithgow Academy and Bathgate Public School have splendi equipped centres for Cookery and Laundry Work.

Haddingtonshire. In Haddington district the work progresses satisfactorily, the cl centres being Haddington, Dunbar, and North Berwick.

Border Counties. In the Border Counties this subject is almost entirely confined to larger towns of Peebles, Hawick, Kelso, Melrose, Galashiels, Coldstre and Duns.

Fife. The classes in Fife district increase each year. Splendid accommodat has been provided at Kinghorn, Crossgates, and Charlestown, and other parts of the county temporary rooms have been reconstructed furnished.

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Perthshire shows an increase in the number of schools in which Cookery is taught. New classrooms have been attached to Crieff and Auchterarder Public Schools, and in many of the smaller schools the introduction of the subject is under consideration. In the town of Perth Cookery is generally taught to all girls in Supplementary Classes. Marked progress has been made in Perth Caledonian Road Public School, which, in addition to Cookery and Laundry work, has taken up Housewifery. The results in this new branch have been very encouraging, and, as the Course advances, the practical nature and value of the lessons in it will become more evident. *Perthshire.*

In Stirling and Clackmannan districts Cookery instruction is now fairly established in all the larger town schools, and appears to an increasing extent in the smaller and rural schools. Classes in practical Household Management are carried on with much success by Stirling and Alloa Boards. The new Cookery room attached to Tullibody Public School calls for special notice, as do those of Tillicoultry Public School and Larbert Village Public School. *Stirlingshire and Clackmannanshire.*

Laundry Work.

This subject is being taught in a fair number of schools throughout the Division. It forms an important branch of the Household Management Course, and where it is enthusiastically and skilfully taught the girls take pleasure in the lessons and produce most satisfactory results. In this subject more than in any other of a similar nature the work meets with frequent interruption: very rarely does a pupil receive more than half a dozen lessons. The work, however, is worthy of encouragement, and in the reconstruction or erection of classrooms for Cookery the advisability of adapting these rooms for both purposes might be considered by Boards and Managers. Much unnecessary expenditure would be saved, and the classroom, often used but once or twice a week for Cookery, would be more fully utilised. As yet, however, I have been privileged to visit but a small number of classes for Laundry Work, and further report on this branch must therefore be deferred. Household Management.

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GENERAL REPORT *for the year* 1906 *by* A. R. ANDREW, Esq., M.A., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

Glasgow,
January, 1907.

MY LORDS,

I have the honour to present a General Report on the educational condition of the Western Division during the past year. Changes in Staff.

The lamented death of H.M. Inspector, Mr. W. Y. King, took place on the second day of March. In him the Department lost a zealous and efficient officer, and his colleagues a most lovable friend. This event led to a vacancy in the Govan and Dumbartonshire District. It was decided not to fill it up until the beginning of the current session, and during the remainder of the working year the district was left under my general supervision. In carrying on this work in addition to my other duties throughout the Division, I owed much to the able and markedly judicious help which I received from Mr. McVie, Sub-Inspector, who has had so long a connection with, and possesses such an intimate knowledge of this District.

H.M. Inspector, Mr. C. J. N. Fleming, took charge of the Border District at the beginning of the session, and his place on the Staff of the Lanarkshire District was filled by the transference of H.M. Inspector, Mr. George Andrew, from the Edinburgh District. These changes also involved the transference to the Southern Division of H.M. Inspector, Mr. W. G. Fraser, and of Dr. Walter Stewart. The services of Dr. H. N. Patrick, Junior Inspector, were placed at my disposal from 1st May, 1906. His services were mainly given to the Lanarkshire District, but he also gave valuable aid in connection with the Higher Grade and Higher Class Schools throughout the Division.

The most important event of the year in connection not merely with the Western Division, but with the Education of Scotland as a whole, has been the appointment of the Provincial Committees for the Training of Teachers, and the issue of the Regulations for the Preliminary Education, Training, and Certification of Teachers. Provincial Committees and Training Regulations.

The influence of these events upon Scottish Education cannot fail to be far-reaching, but, as it cannot be said to have made itself felt during the period with which this Report is concerned, any discussion of them is in the meantime reserved.

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School Supply.

In the matter of School Supply, the problems which confront School Authorities in the various districts of the Division vary in their conditions, and, consequently, in their difficulty, from causes outside the range of educational administration.

Conditions affecting School Supply.

The general condition of all such problems is, of course, the growth, the decrease, or the fluctuation of the mass of the population. Throughout the greater part of the area, this is determined by the state of the principal industries, and by their change of locality, with the consequent movements of population.

Varying Conditions in different Districts.

The chief events of this year in regard to provision of new schools will therefore be naturally found in the Renfrewshire and in the Govan and Dumbartonshire Districts. The principal characteristic of the Lanarkshire area is, on the other hand, neither the growth of the population and the consequent increase of School Supply, nor its decrease or approaching cessation of growth, as in Glasgow, but the constant fluctuation of the mining element in the population induced by the constantly changing conditions of the coal industry.

The shipbuilding industry is at present in a condition of prosperity. This has manifested itself in the opening of new areas in Dumbartonshire, and the sudden growth of the districts involved has led to the erection of several large new schools, while others are in contemplation.

The Rural Areas.

Outside the industrial areas lie the two portions of the Division in which the conditions are totally different—the Highland County of Argyll, and the agricultural districts of the Upper Ward of Lanarkshire, and of Dumfries and Galloway.

Here there is no great fluctuation of population, and the numbers are practically stationary, or show a tendency to decrease. The main problem is, therefore, not the provision of new schools, but rather the improvement of existing premises. The statistics show to what extent this has taken place in the South Western District and these prove that a large proportion of the schools have this year undergone improvement. If we take into account those dealt with last year, about 80 schools have been more or less improved in this one district—a fact which speaks eloquently of the way in which Boards have responded to the representations made to them on the subject.

Ayrshire.

Ayrshire exhibits the characteristics of the industrial areas combined with those of the rural districts. It has its share of the type of school which used to be common in Lanarkshire, the "works" school. These were schools provided by the coal-owners and iron-masters for the children of their workers. They were sometimes poorly equipped and furnished, and the buildings were built on strictly frugal principles. These schools have, in most cases, passed into the hands of the School Boards, and it is now found that they must be replaced by new schools.

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A brief summary of the facts in regard to School Supply in each of the districts is given below. These facts are further summarised in the statistical table which concludes this section. School-Supply. A summary by districts.

GLASGOW DISTRICT.

H.M. Inspector, Mr. J. C. Smith's, report brings out the fact that "so far as regards the total number of school places, the accommodation now provided in the city is ample," and he quotes from the Official Returns of the School Board of Glasgow the following remark bearing on the relation between population and School Supply:— Glasgow.

"The apparent decrease in the population referred to in last report is still going on, and has now reached a point at which it is affecting the school rolls. So far as can be ascertained, the decrease is mainly due to the continued trend of the population towards the suburbs."

Notwithstanding this decrease over all, the Board found it necessary to open three new schools and to purchase three new sites. These steps were, of course, rendered necessary by the fluctuations referred to, but as Mr. Smith remarks:—

"There is one practical conclusion which the Board seem unwilling to draw—the advisability of closing superfluous schools in districts from which the population is ebbing away. There is certainly *one* such school in Glasgow."

LANARKSHIRE.

H.M. Inspector, Mr. Harvey, refers to the difficulties which attend the due provision of school accommodation in this district owing not only to the growth, but to the fluctuation of the population. Lanarkshire.

The response of the Catholic School Managers to the demands made upon them is noted with approval.

"Considering the special difficulties to be contended against, the Catholics of Motherwell, Coatbridge, and other quickly increasing Lanarkshire towns deserve praise for the finely, and at the same time, economically equipped schools which they have provided for their children."

AYRSHIRE.

In this district, H.M. Inspector, Mr. Lobban, observes that "School Supply is keeping pace with the requirements." He also refers to the necessity for remodelling or renewing the unsatisfactory buildings which were formerly "works" schools. Ayrshire.

DUMFRIES KIRKCUDBRIGHT, WIGTOWN.

In this district "School Supply is being made more and more satisfactory." After enumerating the localities in which new schools or extensions of existing buildings have been opened, Dr. A. D. Thomson has the following remark on improvements which, although "minor" in extent, have often a very real and immediate bearing on the health and comfort of teachers and children, and which, in this way, are of great practical importance. Dumfries, &c.

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"Minor improvements in respect of desk accommodation, heating lighting, ventilation, flooring, partitions, cloakrooms, shelter-sheds, play grounds, water supply, pianos, libraries, and general equipment have been effected in some forty five schools."

Much still remains to be done in these respects, but it is gratifying to be able to record that the conditions under which the work of the district is done have been greatly improved.

"Satisfactory conditions affect the health of teachers and pupils alike and render better educational work possible. It may be true that the 'school is the teacher' and that buildings and apparatus are secondary matters so far as education is concerned, but, while good buildings will never make good teachers, good teachers will certainly do better work under favourable conditions."

Dr. Thomson has also some very pertinent remarks on the question of playgrounds for country schools. These are often neglected and are left in such a condition that the children can use them neither for play nor for physical training. Country School Boards sometimes think playgrounds are superfluous luxuries, forgetting that "playground games should form as essential a part of the scholar's life as Arithmetic and Geography."

Organised games form, indeed, a side of our physical training which might well receive more attention than it does, and for these a good playground is a necessity.

GOVAN AND DUMBARTON.

Govan, &c.

The continued growth of the population in the West End of Partick, and the consequent rapid filling up of the new Thornwood School, made it necessary for the Govan Board to make further school provision in that district. Balshagray Public School has accordingly been built and opened. The school gives accommodation for 1,415 scholars, and it is provided with a workshop, a cookery room, and a laboratory; there is also, as in several other schools under this Board, an excellent swimming bath. Extensive reconstructions have been carried out at Bellahouston Academy, giving accommodation for 134 additional pupils, while the school has been provided with a central hall, a new bath, gymnasium, cookery room, workshop, and laboratory. The Board have also nearly completed a new school in the Ibrox district to accommodate 1,117 pupils. Mainly with the view of providing more suitable accommodation for the physically defective children, who were formerly very inadequately housed at Anderson Street, the Board have purchased premises at Partickhill Road, which have been reconstructed and specially equipped as a school for these pupils. The class of mentally defective children formerly taught at Church Street is also to be accommodated here.

The large addition in course of erection at Notre Dame R.C. Training College includes a new practising school.

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Dumbartonshire.

In Dumbartonshire, Boquhanran Public School has been opened under the Old Kilpatrick School Board to accommodate the new population of the Radnor Park district. The school accommodates 1,400 pupils. The old school at Dalmuir has been sold, and a new building which is practically a duplicate of Boquhanran Public School is approaching completion. It is understood that the R.C. Managers also contemplate building a new school in the Dalmuir district for about five hundred pupils.

Under the Bonhill Board a considerable addition has been made to Bonhill Public School, and additional accommodation will soon be required in the neighbourhood of Alexandria.

In the rural part of the district a new school, to take the place of the old and entirely unsuitable premises at Kilmaronock Public School, is about to be opened.

In New Kilpatrick parish large additions to the accommodation have been provided at Milngavie Public School. Temple Public School is full to overcrowding, and, as the surplus pupils are being taught in the old school building previously reported on as unsuitable, it will be necessary for the Board to proceed at once with the enlargement of Temple School.

Plans have been approved for the temporary accommodation of the pupils enrolled in Supplementary Courses in Dumbarton.

RENFREW AND ARGYLL.

H.M. Inspector, Mr Munro Fraser, notes that:—

"The withdrawal of the Education Bill, 1905, put an end to the hesitation shown by a number of School Boards in making accommodation co-extensive with the requirements of the population."

Argyll.

The problem of School Supply for children in outlying districts is solved with comparative ease in the purely agricultural areas. But in Argyll and the Isles there are many places where miles of moss and moorland lie between the shepherd's child and the nearest school. Mr. Fraser puts in a strong plea for the improvement of school accommodation for such children. He has 19 schools in Argyll under Art. 19D (a) of the Code These schools are often poorly staffed, they are expensive, and the School Boards supporting them have only meagre resources.

H.M.I., *Mr. Munro Fraser.*—A suggestion.

"It is to be hoped that in future legislation the clamant needs of the scholars in attendance at these schools will be provided for in some better way. A one-clause Bill, giving power to School Boards to convey them daily to the nearest public school, or to board them out, should have some chance of passing even in a House of Commons congested with business."

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STATISTICS OF SCHOOL SUPPLY, 1906.

Number of District.	New Schools. (a) Opened.	(b) Building.	(c) Planned.	Extensions and Reconstructio (a) Opened.	(b) Building.	(c) Planned.	Tota
No. 7. Mr. J. C. Smith -	4	2	3	2	–	–	11
No. 8. Mr. Harvey -	–	1	–	3	–	–	4
No. 9. Mr. Lobban -	3	–	-	1	--	3	7
No. 10. Dr. A. D. Thomson	1	3	2	5	–	3	14
No. 11.	4	1	3	3	–	1	12
No. 12. Mr. D. Munro Fraser	1	5	6	3	–	–	15
Totals - -	13	12	14	17	–	7	63

Attendance and Exemption.

General State of Attendance.

In its general features the state of the attendance throug out the Division does not appear to differ greatly from th described in last year's report. The percentage of average atte dance to the average number on the roll is again, in all t districts for which statistics are available, reasonably high, a indicates a satisfactory amount of regularity on the part of t children whose names are on the roll.

Glasgow S.B. Area.

In the Glasgow School Board area the percentage for the fo weeks preceding 18th October, 1905, was 90.* Mr. J. C. Smit however, remarks that:—

"This was far from being maintained throughout the year, but the ma cause of decline was to be found in persistent outbreaks of epider diseases, chiefly measles, which ravaged one quarter of the city after anoth and led to the temporary closing of many of the Infant Departments."

* The most recent return gives for the Board Schools 87 per cent., for R. Schools 85 per cent., for all other Schools 90 per cent. These figures a calculated for the four weeks preceding 17th October, 1906.

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In Lanarkshire, one may perhaps infer from Mr. Harvey's silence on the subject, there has not been any noticeable increase or decline in the regularity of attendance as tested by the "percentage," but from the full report furnished by him on the subject of exemption in this county, it is almost a certain inference that in the parishes where many exemptions are granted, the attendance is also irregular. Lanarkshire.

Ayrshire appears to have suffered in the same way as Glasgow from the effects of sickness. The circumstances of the year have in consequence been adverse to regularity, but Mr. Lobban goes on to deal with a state of matters which, if it were widespread, would entirely discredit any inference as to regularity or irregularity which might be drawn from the percentage in question. He says:— Ayrshire.

"Judged by the percentage, the attendance would seem to be satisfactory. But, *in the scramble for high percentages*, teachers and Boards are showing a tendency to 'purge the roll' by removing names for other than legitimate reasons. For example, a medical certificate accounting for the temporary absence of a pupil is held to justify the withdrawal of his name from the register. Such a practice is, of course, quite irregular, but it has the merit of *improving the statistics for the purposes of advertisement.*" A misleading percentage.

It is difficult to see what purpose could be served by such advertisement, but the feeling which prompts such action is the same as that which leads to the publication of reports and examination results, the feeling of rivalry with neighbouring schools and parishes and districts. It is a healthy enough thing in scholastic matters, this rivalry, if properly directed, and if schools and School Boards would vie with each other in other directions than in the easy successes which can be tabulated; but a rivalry for "a percentage" obtained by such means and for such ends is to be deprecated.

For the Dumfries district Dr. A. D. Thomson gives some interesting statistics. He notes a gratifying improvement in attendance. Although, as has been indicated, one is led to distrust statistics in this connection, yet when, as in this case, improvement appears to be general over three large counties (for even in Wigtown the slight difference there is, is favourable) there must be good ground for believing that attendance has really become more regular. This view is strengthened by Dr. Thomson's method of dealing with the figures. Instead of merely comparing averages in two successive years, he compares the number of schools which reach or fall below a certain percentage. Thus, while in 1904–5 123 schools had 85 per cent. or over, in 1905–6 these schools number 144, and while in the former year 100 fell below 85 per cent., only 81 schools fall below it in the latter. In Wigtownshire the irregularity complained of in former years still unfortunately continues, but this county also shows a slight improvement, for, while last year 18 schools out of 50 fell below 85 per cent., this year the number is 16. H.M. Inspector, *Dr. A. D. Thomson*, Dumfries District.

From the Triennial Report of the School Board of Govan for the period ending March, 1906, it appears that while the percentage of absentees for all Scotland is 14, "in the parish for the Govan Parish.

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year 1905 it averages only 12." The attendance at the Go Schools is no doubt satisfactorily regular, but one would lik have the same information with regard to completeness of and late entry as is available for Glasgow. Probably by anot year it may be possible to compare the facts in these respects

Renfrew and Argyll. H.M. Inspector, *Mr. Munro-Fraser.*

So far as the children actually on the roll are concer attendance also appears to be satisfactorily regular in Renf and Argyll. The questions which seem of most pressing imp ance in this district go more deeply into the causes of irregula than is possible if we confine ourselves merely to compara figures. Mr. Fraser deals first with the county of Argyll. H of course, it must at once be admitted that there are several seri causes of irregularity which are altogether unavoidable. Th causes include long and difficult, or even barely pass roads, and inclement weather in a hilly country, but, though want of footpaths and bridges is a cause of irregularity, it is altogether unavoidable. Footpaths can be made, and bric can be built or repaired, and Mr. Fraser's remark on this p may be commended to the attention of the parents and of local authorities concerned:—

An excuse for irregularity.

"Among other reasons alleged in excuse for irregular attendance in Highlands, is the want of proper access to the schools—the absence of f paths and of footbridges, but if parents would only use the same diligenc making their wants known in this respect as they do in regard to t other interests, and if they secured the support of their School Boa Parish Councils might be induced to give practical effect to their dema

In the Argyllshire schools another cause of irregularity found in the slowness with which the ranks of the scholars filled up after the long vacation. I quote again from Mr. Fras report:—

Leakage of Attendance After Vacation.

"For some years I have been struck by the leakage in attendanc schools immediately after the long vacation. In some schools this condi of things has been allowed to go on so long that the absence of a large centage of the scholars during the first two or three weeks of the sessio taken by School Boards as a matter of course, and their laxity in refrai from immediately putting their powers under the Education Acts into f has a detrimental influence on the attendance during the rest of the year

Examples are given in proof of this "leakage." In one sch 11 pupils out of 44 did not put in an appearance during first week of the present session, and in seven schools in I where the total roll at the end of the session (July) was 602, c 448 were present at the end of the first week after the holid

Such a state of matters leads, of course, to "marking tim and other wasteful methods. It is aggravated by another which, though perhaps not strictly relevant to attendance, r be mentioned here, as, in Mr. Fraser's opinion, it "encours absenteeism."

Want of Material for School Work.

"When the children do come, the reading books and writing copies, necessary for making a good start with the work of the session, are not fo coming, and the teacher has to do the best he can with the material at disposal."

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The remedy for this is, however, partly in the teacher's hands. Let him send in his orders for material in good time before the end of the session, and he will thus avoid the necessity for delay after the vacation.

Still another cause of irregularity in these districts, according to Mr. Fraser, is the inefficiency of Compulsory Officers. Inefficient Compulsory Officers.

"The Compulsory Officer in some quarters is not of much use in improving the attendance. He is often poorly paid and cannot afford to make himself disagreeable to the people among whom he works."

One method of obviating this defect—and it is mentioned because its efficiency has been proved in other parts of Scotland—is to form a combination of neigbouring School Boards for the purpose of obtaining and giving an adequate salary to an active and zealous Compulsory Officer. Such an officer devotes his whole time to the work. By means of his bicycle he moves rapidly about the area, and he is, as being attached to more than one parish, independent of the petty local feelings of the people among whom he actually resides. A suggested remedy.

In Renfrewshire the conditions are very different from those in Argyll. Here the leading question discussed is not the regularity of the actual attendance, about which there is no complaint, but the actual deficiency of attendance caused by "late entry." This causes "quite a perceptible leakage of attendance," and examples of it are found both in urban and in suburban areas. As examples of the latter, Mr. Fraser mentions Cathcart and Shawlands; of the former, Paisley and Greenock. Renfrew:—Relation of "late entry" to attendance.

In Paisley at least, the School Authorities are fully aware of the serious effects on their attendance of "late entry." Mr. Fraser gives an extract from their Regulations in proof, but he adds:— Paisley.

"In spite of this rule, however, and the efforts of the compulsory officers, *25 per cent.* of the enrolments this year in the Infant Department of a typical town school were over six years of age."

In Greenock:—

"Where apparently there is also an efficient compulsory staff, the percentage of older pupils in the Infant Departments is much larger (than in Paisley), and the situation is aggravated by the fact that if all the children between *5 and 7 were to appear at school, there is no accommodation for them.* A very large number actually do appear craving for enrolment, and are sent 'empty away.' Greenock.

"The results of 'late entry' are obvious. Here they are seen in the disproportion between the age and the attainments of the pupils in some of the Greenock schools, and the consequent large exodus of pupils from school before they reach the Supplementary Course or *even the Qualifying stage.* In one school at the commencement of the present session (1906–7) the average age in the highest class of the junior division is 11·1, in the next lower 10·5, that is to say, the pupils in junior I. are one year, the pupils in junior II. one-and-a-half years behind with their studies. It would appear from this case also that matters are getting worse instead of better."

A consideration of the statistics furnished by the Department for the section on Supplementary Courses, tends to modify a pessimistic conclusion on this subject for the Division as a whole, but there is no doubt that "late entry" is a great cause of the disappointing results at the end of the school course.

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Completeness of Roll Glasgow:—H.M. Inspector *Mr. J. C. Smith.*

In the Glasgow district the question of "late entry" has received most unwearied attention from H.M. Inspector, Mr. J. C. Smith, and from the School Board. Mr. Smith identifies this question in Glasgow with the related one of "Completeness of roll." The roll in Glasgow is practically complete for children above six, for, from the latest return (Dec. 1906), issued by the Board, it appears that 96·1 per cent. of the children between 6 and 14 are actually at school, the deficiency of 3,327 being accounted for by exemptions, infirmity, attendance at Industrial or Poorhouse Schools, at Institutions for defectives, and education at home. But between 5 and 6 there is still a deficiency of 7,091 children. On this subject Mr. Smith's remarks are of the utmost importance:—

"In my last report I was able to announce that an understanding had been come to with the Glasgow School Board on this subject (Completeness of Roll), and I welcomed that understanding as the most important event of the year in my district."

An Explanation.

The "Annual Report" of the Board makes an attempt to explain the deficiency—it amounts simply to this, that the population is shifting from the central districts to the suburbs, and that this affects the enrolment of young children more than that of the older scholars. Mr. Smith is willing to accept the explanation so far, for he continues:—

"It is natural that the increased distance from the city schools should affect the enrolment of young children even more than of older children. There is something, then; in this. But, how far it is from amounting to a full explanation appears with startling clearness when we turn to the details given in Tables I and IV (of the Report) for 1905. These latter show that the decrease in the *number of children between five and six* is only 113, while the decrease in the number of children between five and six *on the roll* is 416."

Improvement in Completeness of Roll.

Fortunately the returns for 1906* show a striking improvement in this matter of completeness of roll. Whereas in 1905 the number between five and six was 13,607, and the roll between five and six 5,935, a deficiency of 7,672, in 1906 the number is 13,523 and the roll 6,432, a deficiency of 7,091. These figures indicate an improvement to the extent of 581 in face of a decreased population—a remarkably encouraging result, and one which shows a desire on the part of the Board to do all in their power to implement the understanding arrived at on the subject.

The improvement is still greater if we consider the whole number under six, and *the roll* under six. The latter is no less than 877 better than last year, and this gives encouragement to the hope that in no long time the grave deficiency which has hitherto existed in completeness of roll in the Glasgow area, will be fully remedied.

Mr. Smith concludes this part of his report with the following admirably clear re-statement of the case with regard to the attendance of children under six in city schools:—

* These returns were not before Mr. Smith when writing the above: they were sent in some weeks later.

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A Re-statement of the Case.

The law of Scotland requires that parents shall provide suitable education for their children between the ages of 5 and 14; but it does not require, it never has required, that that provision shall in all cases be made in public or state-aided schools. For my part, I think that the best place for the education of young children is a good home, and that the Infant School (and the best Infant Mistresses will be the first to agree with me) is but an unsatisfactory substitute for a good nursery. But, in October, 1905, there were within the Glasgow School Board area 13,607 children between the ages of 5 and 6, of whom only 5,935 were on the roll of any school. There were 7,672 children, therefore, between the ages of 5 and 6 who were at no school. Can it be maintained that all these 7,672 children were being suitably educated in good homes and good nurseries? On the contrary, I assert that there were thousands of these children for whom it would have been better—morally, mentally, and physically better—that they should have been in school. And until *all* those children are at school who ought for, their own sakes, to be at school, this question cannot be allowed to rest."

"Late Entry," Ayrshire. H.M. Inspector, *Mr. Lobban*

The question of "late entry" in the Ayrshire district was discussed fully in Mr. Lobban's report last year. This year, progress is reported. Strenuous efforts have been made to remedy the defects previously noted, and the results, though still leaving a good deal to be done, are "of a much more hopeful kind."

The minimum School Day for Infants.

The practice of giving the infants only the minimum school day required by the Code is becoming common in this district, and it is found to have a beneficial effect in bringing the children at an earlier age to school. (See Section on Teaching Staff and Organisation.)

Exemption.

Almost all the District Inspectors deal with the important question of exemption from school attendance.

A General Conclusion.

One general conclusion which may be drawn from the reports is, that, with the exception of the Lanarkshire and Ayrshire mining villages and towns, the Boards in the larger centres of population fully realise the great responsibility placed upon them by the law, and that they are exercising their powers with firmness and discretion. The same is true of many of the rural School Boards, the only noticeable exception being the case of Wigtonshire.

On the other hand, when one considers that the exceptions mentioned are the school authorities for a very large population, and that this population is, from its social conditions, precisely the field where the most strenuous efforts are necessary in the interest of the children to prevent the exploitation of child labour, and to raise the general level of education by retaining as many of them as possible for the full elementary course, it is depressing to find that exemptions appear to be granted without due enquiry, without conditions, and on frivolous or insufficient grounds.

Exemption in Glasgow and Govan.

In Glasgow and Govan the compulsory powers of the Boards are constantly and carefully exerted. Under the Glasgow School Board, on the 18th December, 1905, the number of

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children under 14 exempted on condition of attending a continuation school was only 98, as compared with 179 in the previous year, and of permanent exemptions there were only 179 in 1905,* as compared with 228 in 1904.

H.M. Inspector, *Mr. J. C. Smith.*

In this connection, H.M. Inspector, Mr. J. C. Smith, remarks:—

"Allowing for the facts that the winter last year was less severe and trade more prosperous than in 1904, one must still regard these figures as redounding to the credit of the School Board of Glasgow, and showing that in the stringency with which they discharge this important duty they continue to set an example to Scotland."

Lanarkshire. H.M. Inspector, *Mr. Harvey.*

In Lanarkshire, on the other hand, there is a very different tale to tell. H.M. Inspector, Mr. Harvey, reports that:—

"The Boards have, in many cases, failed to do their duty in enforcing the compulsory clauses, and have been far too lavish in granting exemptions. In this latter respect Lanarkshire has gained a bad pre-eminence. The permission to exempt was only granted as a concession to parents in very necessitous circumstances, and it was supposed that Boards would exercise due discretion in granting these exemptions. One great cause of the disgracefully numerous exemptions in Lanarkshire is that pupils over 12 can readily earn good wages, and the parents are tempted to exploit the labour of their children instead of providing them with as good an educational equipment as possible for their future career."

Causes of large number of Exemptions (Lanarkshire).

Other causes of the large number of exemptions in this district are mentioned: the statements of the applicants as to their circumstances are not sufficiently inquired into, or are accepted without inquiry or verification. The bad example of the mining districts also spreads to contiguous rural localities. In these localities "it is not now uncommon to find men in fairly good positions, such as head gamekeepers, etc., demanding exemption for their children." The granting of exemption in cases where the circumstances of the parents do not justify it, is thus a cause of the increased number of concessions:—

"If one fairly well-off member of the community gets leave to curtail the school life of his child, other parents are encouraged to demand the same immunity, and the bad example spreads like an epidemic."

Exemptions in Ayrshire. H.M. Inspector, *Mr. Lobban.*

In Ayrshire, H.M. Inspector, Mr. Lobban, reports that the larger Boards are becoming more strict in granting exemptions, and are deciding their cases more frequently than before on consideration of the actual circumstances of the parents.

On the other hand, matters are not improving in the smaller towns, and are in "*some cases growing worse.*" A disappointing feature is the growing tendency to grant exemption to defaulters as an easier method of dealing with them than by prosecution.

Dumfries District. H.M. Inspector, *Dr. A. D. Thomson.*

In the case of the Dumfries district the position remains the same as when Dr. Thomson reported last year. Exemptions follow the rule that where the exemption rate is highest, the percentage of attendance is lowest. In Dumfries and Kirkcudbright they are sparingly and, in Wigtown, they are lavishly granted. In this county, not only are exemptions too numerous, but children not exempted often leave school too soon, and

* A further decrease is shown in the latest returns (December, 1906) from 179 to 120.

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exemption is granted where attendance has been irregular. In fact, the grave accusation is brought against the School Authorities of the county as a whole that "the Education Acts are very badly carried out." Wigtown:—a grave Accusation.

Teaching Staff and Organisation.

As I have indicated in the introduction to this Report, the recent establishment of the Provincial Committees for the training of teachers, and the still more recent issue of the Regulations framed for the carrying out of that purpose, are events of the deepest significance for Scottish Education. I have also indicated that the proper time for attempting any discussion, or even for stating more than the mere happening, of these events is not yet come. I purpose, therefore, not to deal in detail with the subject of staffing (and in this term I include the pupil-teacher system) but, instead, to take up certain important questions of school organisation which have an immediate bearing on the actual efficiency of the schools. Questions to be dealt with.

An Elementary School is not an independent entity; it is part of a system, and hence it must be so organised that its own arrangements may work smoothly and harmoniously within itself, and also that it may efficiently bear its part as a unit in the educational system of an area. In a word, it must hold its proper relation *to other schools*, in addition to the true adjustment of its own parts. The Elementary School: its place in the General System.

Unfortunately the prevailing conception of Elementary School organisation has been based, in the past, on the theory that, after it has done all that it can for the pupil, there is no more to be said. The newer conception is that the primary school must also be linked to the general system; it must be in touch with other spheres of educational activity, and new problems of internal organisation have arisen from this changed point of view. A new conception of organisation.

It cannot be said that it is, in the present state of knowledge, possible to formulate, except empirically, the best method of organising an Elementary School so as to bring each pupil by proper gradations through its curriculum, and so fit him to enter upon a further stage. It will be seen, however, from the section on Physical Training that steps are being taken in Glasgow to lay the basis of such a scheme on the only sure foundation, namely, a research directed to ascertaining the *normal* rate of physical and mental growth. We must know how long it takes the ordinary healthy child, without over-pressure of any kind (and this may be tested by the accompanying record of physical development), to overtake the work which experience has pretty well defined as the educational result of a well-taught primary school. The basis of organisation—the normal rate of growth.

The former method of dividing the school life of the child into six annual stages, after his exit from the infant school, was undoubtedly an approximation to the facts—experience has proved this, but it has also proved that it was defective in detail if approximately correct as a whole. The annual stage was too Previous Systems.

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long at certain parts of the course, and possibly short enough others. The general opinion is that greatly accelerated progr is possible at the beginning of the course, and that the yea stage is nearly correct in its later parts. On this point I qu the testimony of Mr. J. C. Smith and Mr. Lobban. The lat says:—

H.M. Inspector, *Mr. Lobban.*

"All over the district the aim now is to bring the children up the qualifying stage at the age of twelve. Teachers are practica unanimous on this point, that, with average health, brains, and atte ance, a pupil entering at five should, in seven years, be able pass the "qualifying" examination, a seven years' course entailing pressure on either pupil or teacher."

Possibility of a shortening of the Course.

If we allow two years for the infant school, and it hardly see possible to do less than this, it will be seen that this implies t *shortening of the former six years' course by a year.* Mr. Lobb continues:—

"There is also substantial agreement *that in four years* the pupil sho be about ready to enter the lowest class of the senior division, which roug corresponds to the old fourth standard, a pupil entering at the age of or seven should, of course, overtake the work in a shorter time."

Under the former system the pupils took five years to rea this stage, two of them being spent in the infant school.

It is plain, therefore, that here the process should be quicken in the earlier stages, a result which appears also still mo specifically from Mr. J. C. Smith's Report:—

H.M. Inspector, *Mr. J. C. Smith.*

"That by better classification and better instruction, a whole year, or v nearly a whole year, can be saved in the primary course I have no manne doubt. But I have equally little doubt that it is not to be saved in the clas corresponding to the old fourth, fifth, and sixth standards, rather *it is at top of the Infant and the bottom of the Junior Division that the pace must accelerated.*"

The problem of organisation.

The problem of organisation, therefore, is how to bring the i ternal arrangements of the elementary school into such order to ensure a satisfactory annual output of scholars duly pr pared to enter upon a further course. It is for this end that t machinery of divisions and classes exists, but the tenden which ever waits on scholastic methods to make of routine end in itself, has often obscured this main purpose, and h made both classes and divisions hard and fast distinctions a rigid walls of partition, instead of elastic compartments whi must be amenable to constant modification according to t exigencies of their main purpose.

Progress towards its solution.

That the newer ideals of school organisation are being realis in many quarters there is a good deal of evidence. Naturally it in the urban schools that progress in this direction is mo marked. The very size of these schools involved from the fi a certain complexity of organisation not required in a sm school. Their numerous and efficient staffs, their ample accor modation and equipment, and the organising ability of ma of their Headmasters are all in favour of their taking the le when new conditions entail the use of new methods. But, any school, re-organisation on a new principle is a task some difficulty. An annual and general promotion after

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annual examination has for so long a time been the pivot on which the whole organisation turned, that its removal has to some extent entailed the usual disturbance of a transition period. This, however, in some parts of the Division, is now nearly at an end, and the beneficial effects of the more elastic systems of classification adopted are beginning to make themselves felt.

Mr. Lobban gives the following outline of the method generally adopted in his district:—

Ayrshire:—An outline of a system of classification.

"The system (of classification) that is becoming more or less general in the district may be outlined briefly. The principal adjustment takes place as a rule at or near the summer vacation, but considerations of accommodation sometimes make a change necessary at an earlier period of the year. Then, about midway through the session, there is a subsidiary re-adjustment, a sort of *creaming* process providing for the promotion of smaller groups. In addition to these half-yearly changes, bright and promising pupils may be advanced at any time—the time depending on their fitness for promotion.

"This is a system which suits any size of school, but it perhaps reaches its fullest development in the large schools where the classes follow each other in closer succession.

"The good effect of such promotion is admitted on all hands. When the clever pupil was promoted once a year with the rest of the class he had no inducement to work, as he could, without effort, keep abreast of his class. It is quite different now when he feels that he may advance at his natural pace."

Mr. Lobban then quotes from a letter on the subject by one of his Headmasters whose opinion he values highly. The system outlined above was introduced into this teacher's school of about 400 pupils a year or two ago.

A Headmaster's Testimony to its efficiency.

"We have had sufficient time now to be able to judge whether the plan is practicable and beneficial. I am more convinced than ever that we are working on right lines. Success, however, depends, not entirely on the Headmaster, but more on the hearty co-operation of every member of the staff, and I am pleased to say that in this respect my endeavours are heartily seconded.

"As a rule the majority of the pupils under the system of yearly advancement merely 'marked time' for the last two months or so of each year, as the teacher's attention was given more exclusively to the backward, with the result that the clever ones acquired careless or lazy habits. There is no 'marking time' now, and the desire to get forward in their classes puts the pupils on their best behaviour, more especially as they find that on themselves, to a great extent, depends their being advanced or remaining where they are for another half year. In my experience the keenness on the part of the majority of the pupils to work so as to get a step higher is worth as much as a month or two added to the school year. Work in school is now much more real, more earnest, and to the teacher much harder; but the better results are ample reward."

The Plan adopted in Glasgow.

It appears from Mr. J. C. Smith's report that in the Glasgow schools the choice between the plan of reducing the number of stages from eight to seven, and that of hastening the progress of the pupil while retaining the original number of stages, has been made in favour of the latter system by most of the Headmasters.

Mr. Munro Fraser also refers to the changes in methods of classification which are becoming general in his district, and he

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points out certain difficulties, one of which is also referred to by Mr. Lobban in his remarks quoted above while the other is spoken of by Mr. J. C. Smith.

And in Renfrewshire.

"In the large town schools of Paisley, Greenock, Johnstone, etc., and, to a less extent, in country schools, promotion from class to class takes place periodically, and not simply at the beginning of a new session. It is true that promotion is sometimes determined by the accommodation provided by the different class rooms rather than by educational necessities, but so long as the teachers are doing their best to minimise cases of this sort and are conscious of their obligation to do justice to their pupils in respect of advancement, this condition of things has to be overlooked. It is better that pupils in one class should be advanced even though their attainments hardly warrant the change, than that pupils in a lower class should be kept 'marking time.'"

One of the main causes of the unsatisfactory output from the Elementary Schools, (see section on Supplementary Courses) lies, as H.M. Inspector Mr. J. C. Smith, remarks "in the region of enrolment and attendance." "Late entry" is at present accompanied by correspondingly slow progress through the school: if pupils do not enter till they are six or seven years of age, they cannot be expected, if they have to go through all the ordinary classes, to reach the qualifying stage at an age which will allow them to spend a year in the Supplementary Course before they leave school. On the other hand (see section on Infant School Work) it is possible by special methods to bring these "late entrants" to the qualifying stage at the same age as those who entered at the proper time. Nevertheless, anything which will diminish "late entry will obviate the necessity for special classes and methods, will allow the child to pass through the ordinary course at the ordinary pace, and finally will increase in the desired way the "output" of the school in pupils passing through the Supplementary Course.

A means of increasing the numbers who pass the Qualifying Examination.

The shortened School Day for Infants.

It is found that one of the best ways of doing this is to shorten the school day for Infants. There is much more to be said for this course than that it makes parents willing to send their children to school at the legal age, though this, in itself, is a great gain; but the educational reasons for its adoption will readily suggest themselves.

Different arrangements for different Schools.

In carrying it out there might be differences of arrangement in schools of different types. In country schools young children should certainly come to school at the same hour as the older pupils, and if, as sometimes happens, these infants cannot return alone, the afternoon meeting should be entirely devoted to Kindergarten work, singing, and recreative exercises.

On the other hand, wherever possible, the school day for Infants should not exceed three hours in all, and, if this period can be completed at one sitting, so much the bettter. The next best plan would perhaps be a two hours' meeting in the forenoon with one hour in the afternoon.

In city schools of the ordinary type the shortened day (three hours) would be of the greatest benefit, but it has to be kept in mind that in schools situated in the poorer districts of large towns

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the little children are, especially in winter, safer, more comfortable, and in every way better off, in school than out of it. In such schools, therefore, infants should be brought back for the afternoon sitting, but the time might be occupied in the same way as that suggested above for country children who must wait for the dismissal of the Senior School before returning home.

ORDINARY SUBJECTS OF INSTRUCTION.

In last year's report under this heading I dealt in some detail with the condition of our schools in regard to the teaching of Arithmetic and English (including under the latter term Reading and Composition), and I referred only very briefly to the teaching of Geography and History. This year I do not intend to deal with Arithmetic at all, and, in the case of English, I shall touch only on Geography and History—subjects which, though really part of the English instruction, may fitly enough be treated separately. In addition, some remarks will be made on the important and hitherto somewhat unsuccessful subject of "Nature Knowledge." Finally, I propose to devote a few paragraphs to questions of Infant School organisation and methods. Subjects dealt with.

The subject of the Qualifying Examination under Art. 29 will be dealt with in the section on Supplementary Courses.

Throughout our schools the tendency in Geography is without doubt to make the teaching too exclusively topographical. Now it must at once be conceded that every pupil who passes through the Course of an Elementary School should possess a mental picture of the great divisions of land and water grouped in the relations to each other in which they actually stand, and this mental picture should be based upon an early acquaintance with the facts as depicted on the globe. This mental picture should be filled in gradually with such an amount of detail as conditions permit, but in any case this knowledge ought to include an acquaintance with the chief physical and political features of the world—mountain ranges, the great rivers, kingdoms, cities and trade routes. Geography.

In the gradual communication of this information during the school course there should be brought into play as much illustrative apparatus as possible—not merely *maps* of separate countries, but what can now be easily obtained and shown by lantern slides, viz.:—illustrations of the principal cities, of the dress of the inhabitants, of the appearance of the houses in the rural parts of different countries, and pictures of the various occupations, agricultural or industrial, of the peoples. Illustrative aids.

Where, owing to circumstances, the use of the lantern is impracticable, it has been found possible to illustrate all, or nearly all of these points, by such a simple device as a collection of pictorial post cards.

As the pupil advances through the school course, the teacher should conjoin with this *illustrated* topographical knowledge a Map-reading.

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growing acquaintance with *map-reading*, involving a knowledg of the various projections, the common scales in use, and th conventional representations of physical and political facts.

Map-drawing.

Map-drawing as often practised in schools is, largely, useless exercise. The pupils seldom draw a map from memory they never, or very seldom, put in the scale, and only occasionall do they indicate the limits of latitude and longitude covered b the country they are depicting. Map-drawing should be the com plement of the lessons in *Map reading*, and every map drawn i school should be capable of being *read, i.e.*, of affording guidanc as to the topography, and information as to the conformation c the region mapped.

Higher instruction in Geography.

When the stage of a Supplementary Course is reached, or Higher Grade course of study is entered upon, a good deal of th Geographical teaching ought to be correlated with the Natur Study, and with the lessons in Mathematics. The astronomica aspects of Geography ought to be treated here. The use of th Ordnance Survey map ought invariably to be brought into pla and, conjoined with this, and with the practical Mathematic which, so far as the boys are concerned, every Supplementar Course ought to include, a little Land Measuring in the case c rural schools should always come in. The pupil ought to b trained to make his map or his sketch of a field or fields fro actual measurements, and when he returns to school he ought t be taught to verify these measurements on his Ordnance Surve map.

A common method described.

While the course of study indicated above is in some schoo being carried out with creditable success, it is noted by more tha one Inspector that there is a tendency at all stages to over emphasise minute details. Even the topographical side of th subject suffers from this cause. Teachers, especially in the Junio classes, constantly adopt some such procedure as this: the clas memorises from a small textbook at home, and probably withou looking at a map of any sort, a list, say, of the names of certai physical features of the country studied. They come next da more or less prepared to repeat the capes of Scotland, th mountains of England, the rivers of Ireland, or whatever the have been asked to learn. The teacher points out on a wall ma the place marked by each name on the list in succession; th pupils repeat the list; the teacher calls a few of them out t point out some of those places on the map; the map is rolled u and questions are asked involving a mere memory knowledge o the names and their situations on the map—and the Geography lesson is finished, although there has not been a single momen devoted to Geographical teaching and not a single really Geo graphical fact acquired by the class. Each particular "feature" is "learned" in the same way; the towns are taken last, and then after some revisal lessons of the same kind, the work is supposed to be done. This is a travesty of educational method, but it is

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true description of what happens in many schools on every day of the school year. Children taught in this way will answer certain questions glibly if the teacher is energetic and a good disciplinarian. They will know the names of many places which everybody out of school has forgotten, if they ever knew them, and which are of no importance to anyone except their inhabitants; but children taught in this way will have missed entirelythe broadening influence on the intelligence of Geography properly taught. They will forget, in a few days or weeks, every particle of the knowledge they have laboriously acquired, and they will, when they leave school, answer like the girl who, asked how it was she did not know where Paisley was, said "she only learned Europe when at school."

General aim of the teaching in this subject.

The teacher must therefore determine what is really important in the portion of the general geographical scheme of work for which he is responsible. He must teach the subject matter in its various relations, and with the illustrative aids indicated above, and he must in addition constantly bring the details—and only the important details should be given—of the lesson in hand into the wider sweep of the general geography of a continent, if it is a country he is studying, and of the globe if it is a continent. He must deal with cause and effect; he must show the "build" of the region he is working upon by means of relief maps; he must get the class to see how this has affected climate, rainfall, river systems, situations of towns, industries, and historical events. And, in addition to this wide geographical knowledge, he must get his pupils to undertake, on a small scale and for themselves, some imitation of what, on the great scale, is done by the explorers of new countries, by the pioneer of new routes, and by the surveyor of uncharted coasts. The summer vacation and the Saturday holiday can be utilised in this way both for profit and delight.

Relief maps H.M. Inspector, *Dr. A. D. Thomson.*

The use of relief maps is to be strongly urged upon teachers. In this connection I desire to quote a passage from Dr. A. D. Thomson's Report:—

"I should be glad to see in schools—practically all the schools in this district now possess globes—a greater number of relief maps. They are of immense use in explaining to the pupils why roads, railways, canals, and rivers follow certain routes, and why the population is distributed as it is. I can conceive no more interesting or instructive way of teaching the geography of a country than from a relief map, and yet my general experience has been, that in the few schools which possess them, they are almost never used."

My own experience on this point exactly coincides with Dr. Thomson's. Relief maps exist in many schools throughout the Division, but seldom or never have I seen them made use of

The actual making of a relief model of a limited district, such as a parish or part of a parish, is not, as Dr. Thomson testifies, an impossible task for the pupils of a good Supplementary Course, and I heartily endorse his commendation of this method. I again quote from his Report:—

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Ordnance Survey maps.

"In the General Report for 1905 (Western Division), it was suggested that both in Supplementary Courses and in Intermediate Schools, the study of Ordnance Survey maps of the district round the school should be an important part of the work in Geography. I am glad to be able to quote a case where this has been done, and done extremely well. In Loreburn Street School, Dumfries, the Supplementary Course pupils have gradually built up an excellent relief map of the county using a large scale map with contours, etc. In this way, the study of local geography has been very profitably combined with Nature Knowledge, Drawing, and Mensuration. The example set might well be widely imitated."

State of Geographical instruction in the districts.

The following quotations from H.M. Inspector's Reports indicate what in each case appears to be the state of this subject in the respective districts. The close relation of these facts to the various points discussed above will be easily perceived:—

H.M. Inspector, Mr. Harvey, says:—

Lanarkshire

"Geography lends itself much more readily than History to the intellectual training and development of the young. In the Lanarkshire schools, the instruction is generally conducted on good lines, and the pupils show by their answers that they take an intelligent interest in the subject. Some teachers are too slavishly devoted to the map, and fail to take advantage of *encouraging the pupils to picture out in their own minds the salient features of the country.*"

H.M. Inspector, Mr. Munro Fraser, says:—

Renfrew and Argyle.

"Too much attention is given in the early stages to *catechismal definitions* and to the memorising of names *that are of little or no importance in real life.* In some schools the teaching is frankly bookish and mechanical. No attempt is made to interest the pupils, especially the younger ones, in foreign countries by means of stories illustrative of their manners and customs, travels, etc., and the textbook is waded through, paragraph after paragraph, *as if one detail were of the same importance as another.*"

Dr. A. D. Thomson also refers to the teaching of "Geographical Definitions":—

Dumfries, etc.

"I have been endeavouring to eradicate the idea that first notions of Geography are to be got by making small children commit to memory definitions which are frequently as difficult to understand as what they are supposed to define. The result of that method is mere parrot-work almost devoid of any intelligence. I have been urging instead (1) that the surroundings of the school with which the children are more or less acquainted, and (2) globe and map reading should be employed in breaking the ground, that, in short, the order should be—the thing first, the definition, *longo intervallo*, second."

History.

General aim of the instruction.

Just as every boy ought to leave school with a fairly detailed mental picture of the physical features of the world as depicted on the globe, so every pupil who has gone through the whole course of an Elementary School, adding on at its close a course of Supplementary or Higher Grade study, ought, on leaving, to have a fairly clear grasp, in greater or less detail, of the *course of events* by which his country has come to be what it is.

There may be some difference of opinion as to the exact stage in the school course at which the task should be begun. My own view is that it should not, at least, be seriously tackled earlier than the highest class of the junior division of the school and I am inclined to doubt whether, at so early a stage as this the work should proceed on the concentric system. It should rather be confined to a well selected series of events probably belonging to the earlier periods of our history.

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Exactly as was seen to be the case in Geography, the weak point in our History teaching at present is an attempt to teach too much; to dwell upon minute details which are of no real importance, and to take these details slavishly from textbooks which are often very poorly constructed. Chief defect of present teaching.

If History in the Senior Division is to be clearly and fruitfully taught—and this must be postulated if it is taught at all—the instruction should proceed on the lines of oral teaching—leading facts and movements being sketched out on the blackboard, and the lessons from time to time illustrated by all the aids in the form of plans, maps of the country or countries dealt with, portraits of historical personages, pictures of great events, and other means of illustration, of which an ample supply should be provided in every school. Among such means of illustration may be mentioned the photographic facsimiles of historical documents such as a page of the Doomsday Book, Magna Charta, The National Covenant, etc. Many of these may, it is understood, be obtained from the authorities of the British Museum. Oral teaching an illustrative aid.

There have, during the past year, been prominent references to the neglect of the History of Scotland in Scottish schools, and I am not prepared to say that the strictures made are altogether unmerited. The difficulty is to bring the teaching of this side of the subject into just proportion to the teaching of the History of the Island as a whole. The threads of the history of the two countries are so closely intertwined that the strands cannot be separated without weakening one's grasp of the subject as a whole. Place of Scottish History in Scottish Schools.

It is, however, distinctly regrettable that Scottish boys and girls should not, during their school course, acquire some acquaintance with the marked and outstanding movements and struggles which in large measure moulded the main features of Scottish character, and influenced the course of Scottish History properly so called. For example, the story of our long connection with France—its causes and results—the motives and influence of English diplomacy during the Reformation movement in Scotland—the part played by Scotland in the early struggle with the Stuarts for constitutional liberty—the Covenanting period—the Revolution Settlement as affecting Scotland—the course of events leading up to the Parliamentary Union—the Rebellions of the '15 and the '45, might all form fitting subjects for somewhat detailed study by different members of a Supplementary Course, and the literature necessary for such study should form part of the school library. Supplementary Courses.

In the case of Higher Grade schools, during some of the later years of the course, it is very desirable that the pupils should acquire some knowledge of the main currents of Continental History. This would be of value, not merely on the purely historical side, but also in connection with their literary studies. No intelligent teacher would discuss Chaucer with a class without reference to the influence of Italian literature on his work on the side both of form and subject—Boccaccio therefore ought not to be In Higher Grade Schools.

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a mere name to the pupil—he ought to be able to *place* him intelligently in his historical setting. The same should hold good of Spenserand Ariosto, of Shakespeare and Montaigne and others, of Pope and Boileau, of Carlyle and Goethe. The French Revolution, an event which, in its political aspects, receives some attention should also be invariably touched upon so as to show its great influence on English literary History.

Correlation: Geography and History.

It has been tacitly assumed, and the principle need therefore only be mentioned, that, throughout the teaching of Geography and History, the closest correlation possible between these intimately related subjects should be maintained. In most schools, if not in all, this is at least attempted, and in the best schools it is thoroughly and conscientiously done.

History: the "Dramatic Method."

One interesting method of lending vividness and force to the historical teaching in the early stages is what may be called the "dramatic method." A series of events cast in the simplest form of a school play may, by careful arrangement and some little trouble, be acted by the pupils themselves. A teacher with some literary skill might be able to supply simple yet effective speeches for the actors; the action may take the form of a masque, a pageant, tableaux vivants, or actual scenes with appropriate dialogue.

This method has actually been tried with some success, and it undoubtedly deserves, and will in my opinion, repay the thought and labour it certainly entails.

Historical teaching in the Districts.

Several of the district Inspectors refer to the teaching of History in their Reports, and from these Reports I would quote the following passages as in greater or less degree illustrating the opinions formulated above.

Renfrew and Argyll.

H.M. Inspector, Mr. Munro Fraser, says:—

"History is taught on the concentric system. Notwithstanding the complaints regarding the multiplicity of school subjects, it is difficult *to get teachers to confine themselves to a limited number of outstanding events* illustrative of sociological changes and national development generally, and to secure that, whatever else the pupils know in this subject, they shall have a thorough mastery of these."

Lanarkshire.

H.M. Inspector, Mr. Harvey, thinks that History as a school subject is better suited for the senior than for the junior pupils, and, like Mr. Fraser, he insists on the importance of a knowledge of the really important facts.

"A solid *foundation of important facts and dates* (properly correlated) can be laid in the memory of the children, and this can serve as a groundwork on which a really valuable structure of knowledge may be reared in after years. The more extended scheme of History introduced some time since has not, in my opinion, been a success."

Nature Knowledge.

The subject of Nature Knowledge cannot be said, except in isolated instances, to be taught with that fulness, knowledge, and intelligence of method which are essential to its success.

Its place in the Curriculum.

Its justification as a part, and a very important part, of the curriculum is that, without it, there is in the Elementary school above the Infant Department no means of giving even the smallest amount of that immediate knowledge of actual things

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as distinct from verbal knowledge about things, which constitutes so valuable a part of the training given to many pupils at a later stage in the Experimental Science Lessons of the Higher Grade Course. Nature Study, properly conducted, should do for the pupil of the Elementary school in large measure what the laboratory work does for the Higher Grade Scholar. It should furnish him with the means of *discovering for himself* and *investigating on his own account* the facts of the world around him. Its method is therefore greatly more important than its matter. Its method is the method of Science, but its results, owing to obvious limitations, can only be the merest shadow of what is the outcome of real science teaching. But this is no disparagement, from the educational point of view, for its aim is not the acquirement of knowledge—that is incidental and secondary—but the putting of the individual pupil through the process of carefully observing his facts, of recording his observations, of making his experiment, if this is possible, and of drawing his inferences.

Aim of the instruction in this subject.

These things he must do under guidance and supervision. The teacher should be his fellow-worker in the field of observation, and his duty is that of suggesting and arranging such opportunities for observation as, with his wider knowledge, he can make available,—it is that of seeing that these observations are recorded in such a form that they can be checked by other observers, and that they are a true record of the time, place, and facts observed.

The teacher's duty in regard to it.

But while method in this subject is all important, it is also the case that, if the right method be adopted, not only will the pupil's intelligence be greatly quickened and his powers of observation sharpened, but his field of actual knowledge will be much enlarged.

As the teacher is to be his fellow-worker and guide, the best field of knowledge for their mutual exploration will undoubtedly be that which is most familiar to the teacher himself.

In the country many teachers are expert botanists, naturalists, or geologists. For this reason, and because the material for such studies is everywhere around, it is probable that Nature Knowledge is much better taught in the rural than in the urban schools. But the zealous teacher, even in towns, need not be altogether at a loss. Collections can be made both by teacher and pupil, in vacation, to be studied, classified and named at leisure in the winter. Museums exist in most towns, and some schools have made very interesting museums, in little, of their own. Most Glasgow boys and girls spend a short holiday every year at the coast, and there is inexhaustible material for study there. Plants can be grown in school and watched from day to day, and even the more difficult feat of keeping an aquarium is not beyond the ingenuity and patience of some teachers and pupils.

Material for Nature Study.

Again, if neither botany, zoology, nor geology can form the staple of instruction, the weather is always worth observing—the clouds, their form, size, and various kinds can be noted and recorded, the direction of the wind, the rising and setting of the

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sun, the principal star groups, the movements of the planets a
all subjects to which the method of direct individual observatio
and record can be applied. Even the keeping of a daily reco
of the height of the barometer and of the thermometer, and t
construction of illustrative graphs form a means of carrying
out which is within the reach of every school and is not witho
its value as knowledge.

Its relation to other subjects.

The subject is one which can be closely related to many oth
parts of school work, and it can be made helpful to each of the
Its relation to Drawing is obvious. Here the training in observ

Drawing.

tion is the common link, though for the purposes of the Drawi
lesson the things observed about the object are not quite t
same as those observed for the Nature Study lesson; still t
subjects are mutually helpful, and, to train a child to see t
colour of a bird's egg is to train him to observe how beautifull
it harmonises with its natural environment—where, if he is we
trained, he will be ready to leave it, after seeing it.

Practical Geometry.

Again, it can, as shown above, be related to the practic
Geometry lessons in the construction of graphs, and it can b
connected with the English lesson by the learning of the man

English.

gems of descriptive verse which are scattered through ou
literature, for the great poets are great nature lovers. A bo
for instance, is shown a specimen of the dragonfly in a series
lessons, the staple of which is zoological; he will find it no tas
after such a lesson to learn the lines:—

"To-day I saw the dragonfly,
Come from the wells where he did lie;
An inner impulse rent the veil
Of his old husk; from head to tail
Came out clear plates of sapphire mail."

The following extracts give the opinion of H.M. Inspectors o
the teaching of this subject in so far as they have dealt with
this year.

H.M. Inspector, Mr. Munro Fraser:—

Instruction in Nature Knowledge in the districts:—Renfrew & Ayrshire.

"In connection with Nature Knowledge much excellent work is done b
way of interesting the pupils in their surroundings. The subjects chos
for the lessons, however, *are too numerous and disconnected, as if t
primary object of the study were to impart information* and not to help t
pupil to observe things for himself and to draw his own inferences.
extract the following from a scheme of work, as it expresses in sho
compass the primary intention and aim of Nature Study:—'The bulk
the work in all classes to consist of the direct observation of specimens whi
can be handled in school, the recording of each observation, and (whe
practicable) the making of drawings.'"

Dumfries, etc.

From Dr. A. D. Thomson's report I take the followin
important passage on Nature Study:—

"I am not sure that Nature Study continues to show the progress
which, for some time, it gave promise. More perhaps than any oth
subject of instruction it depends for its success on the tastes, qualificatio
and enthusiasm of the teacher. Where these exist, success is assure
where they are absent, failure is just as certain. And the most unsatisfa
tory part of it all appears to me to be the object lesson instruction give
to the Infant Classes. In very many cases it is of the most uninteresti
and mechanical kind, every lesson is drawn up on the same pattern a

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contains the same sort of questions. Further, of logical connection between the lessons there is frequently none, a lesson on, say "the apple" being unhesitatingly sandwiched in between a lesson on the Elephant and one on the Hen. Comparison and contrast which ought to be the only, or at least the chief form of revision of object lessons, are here impossible. During the past session, I have endeavoured to secure some sort of connection among the lessons, to impress on teachers the real purpose of the lessons, and to get rid of the eternal "Revisal" with which one meets in the records of work. With this end in view I have suggested to many teachers some such simple scheme as the following :—

A scheme of "Object Lessons."

(1) A simple introductory lesson on minerals, vegetables and animals.
(2) a. A general lesson on minerals.
(2) b. A set of lessons on particular minerals.
(3) a. A general lesson on animals.
(3) b. A set of lessons on particular animals.
(4) a. A general lesson on vegetables.
(4) b. A set of lessons on particular vegetables.

(1), (2), and (3) naturally form the winter course, (4) the summer course. One advantage of the scheme is that it makes possible as wide a variety of lessons as may be desired."

H.M. Inspector, Mr. Harvey, observes that :—

Lanarkshire.

"No great success has attended instruction in this subject . . . . the loosely connected facts presented to the pupils leave a faint and fast vanishing impression on their minds. If this subject is to assume the importance which, from some points of view it deserves, and which, according to some authorities, it is destined ultimately to assume, the teachers must have a better preliminary training, and must show a more intelligent interest in Nature Knowledge than is the case at present. The time usually allotted to this subject is too short to give the pupils the necessary training in observation and experiment. In the hands of many teachers the subject is quite useless. The schemes are often badly drawn up and far too ambitious."

Infant Schools.

Infant school work.

In the section on organisation it was pointed out that the internal arrangements of an efficient school should be such as to enable it to fulfil its external obligations as part of the educational system. Hence the leading elements of organisation are determined by the consideration of how to maintain (or raise if necessary) the annual output of pupils ready for the next stage (Supplementary Course, Higher Grade School or Continuation Class). It was conclusively shown last year that from this point of view the output was unsatisfactory, and the statistics of this year show that, while progress is undoubtedly being made there is still considerable leeway to make up.

Organisation and Classification.

Part of the deficiency is certainly due to faulty organisation on the side of classification: it was found, and the reports of this year bear out the view, that the pace of promotion might be hastened, if not in the Infant Division, in the section immediately above it. But this was true only of the child who enters at five, is of average health and ability, and of regular attendance. For him, two years in the Infant Department ought to suffice. Can the boy of six or seven be ready for his work in the next stage with less? Many Infant mistresses seem to think that he cannot, and that he must, or at least ought, to complete the Infant School course.

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Now it may be seriously questioned whether there should b any hard and fast boundary line separating the Infant sectio from the other parts of the school. Here, as elsewhere th whole aim should be to prepare the pupil for the next stag and when we read in Mr. J. C. Smith's report of Infant mistresse who "continue to bemoan the 'loss' of their best and brighte who have been transferred" to another Division, one is tempte to believe that teachers of high intelligence and ability woul not so express themselves, if they had really reflected on wha this implies. Who have suffered the "loss"? and in wha sense is it a "loss"? It can hardly be loss to the child to ad vance in the school: if he has been prematurely advanced, may be a loss, but that is surely unlikely in the case of th "best and brightest." Is it meant that the loss is the teacher's This implies that the teacher should, for her own reputation sake, retain the good pupil as long as possible. Now this is feeling which is deep-seated and undoubtedly natural. It i however, based on a misconception of the teacher's responsibilit for the pupil's proficiency. If the working conditions of th school are satisfactory the very fact of transference is a tribut to such proficiency. It is not now necessary that the pup should be seen by the Inspector in the class where he has bee taught for a year or more. The school is judged from altogethe another point of view than the success of the individual child i passing an examination.

On this subject Mr. Munro Fraser has the following remarks i which, though they are intended to apply to the school as a whole, the specific application to the Infant Division is not fa to seek :—

"One drawback to promotion that obtrudes itself, on the occasion of m talks with teachers, is their natural unwillingness to *lose* their best pupils and their dread of failing to make a good show at the end of the session.

"It has, therefore, been impressed upon all teachers and especially upo assistant teachers, that the state of a class or the capacity of a teacher i not now decided by an annual examination, but by observations recorde from time to time, and while these observations have as much regard t the methods of imparting instuction as to apparent results, *the passing o pupils from a lower to a higher class is duly noted as furnishing a clai to distinction.*"

Hence it may be said that the boundary between classes an divisions, and particularly between the Infant and the Junio Divisions, should be a waving line, certainly not a hard and fas straight line. If the child can be got to enter at the legal ag and if the teaching in the Infant school is according to a well conceived scheme efficiently carried out, there need be no objectio to his remaining two years in the Infant Division, but ther must follow from the varying age of entry (an element which, am afraid, cannot be wholly eliminated), varying methods o treatment, as it is distinctly more important that the pup should pass through the elementary course in time to secur some measure of that broader training which twelve months a the Supplementary Course Stage is fitted to give, than that h should, at the very outset of his career, be unduly detained in th

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Infant Department to enable a mistress to carry out in its entirety what her conception of a proper course of Infant Training is. Infant Training cannot, any more than the work of any other division, be considered an end in itself; it is simply a part of the whole aim and scope of the complete school course.

A memorial on Infant School work.

These matters have been before Your Lordships in the form of a Memorial from the Infant Mistresses Association—a memorial pleading for the completion of the full Infant School course, even in cases of "late entry." Now in the school area of Glasgow, it is the case, as already shown, that there is a large amount (happily diminishing) of "late entry." If these pupils are retained as long in the Infant Department as the Infant Mistresses appear to think necessary, the statistics of the Supplementary Courses, the Higher Grade Schools, and the Merit Certificate will show no such improvement as we are warranted in expecting if proper methods are used at the Infant and Junior Stages.

One of the Arguments.

One of the main arguments in favour of such retention as the memorialists urge, is the educational value of the Hand and Eye Training, of the Nature Study of the physical exercises, Drawing instruction, and oral work characteristic of a good Infant Department. But it seems quite unnecessary that the pupil should lose all or any of these advantages merely by passing from one division of the school to another. It is, nevertheless, the fact that this discontinuity of method exists in many schools, and that in these schools, the pupil is at once in a different, and less stimulating, intellectual and moral atmosphere, the moment he leaves the precincts of the Infant Department. But the remedy is:—Extend the spirit and, to some extent, the methods of the Infant Department to the Junior Division, and regard the difference of divisions as simply a convenient nomenclature to be used for financial and administrative, rather than for educational reasons.

The same arguments apply with some, though less, force to the transition between the Junior and Senior Divisions and between the Senior Division and the Supplementary Course. To the latter point I shall return when dealing with the Qualifying Examination.

Sewing in the Infant School.

Two other points of interest arise in connection with Infant School work. The first is the shortened day for Infants, a topic which has already been dealt with in the section on Organisation; the second is the proposal to exclude Sewing from the Infant School curriculum. There are some strong arguments in favour of this proposal. One is, that Infants already have usually a sufficient amount of Hand and Eye Training in their various "occupations," and that consequently they do not require an additional one, while from the very fact that they have received this training they will easily overtake all the instruction in sewing which is required by the time they reach the top of the Senior Division. Again it is said that the ordinary sewing exercises are not suited to the little fingers and the easily tired eyes of young children.

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On the other hand, some Infant Divisions, especially those rural schools, have very little Hand and Eye Training, a Sewing is universal. Hence it serves a double purpose both utility and training in such schools, and it need not be made task too hard for either hand or eye, very simple exercises, a very short lessons being sufficient for all purposes at this stage

My own view, and it received the support of my colleagues a recent Conference, is that, while it would be going too far to se to abolish sewing in the Infant Division, it might perhaps placed in the category of optional subjects—when, no doul almost all mistresses would find it advisable to give a few pr paratory lessons with the needle and knitting pins.

A Summarised report. Infant School Work in Glasgow: H.M. Inspector, *Mr. J.C. Smith.*

H.M. Inspector, Mr. J. C. Smith's, report on the ordinary subje of instruction is this year largely devoted to a consideration Infant school work and methods. I regret that space forbi me quoting in full his interesting contribution, but I sh give a summary of it which will, I trust, omit nothing of essenti importance

Under the Glasgow and Maryhill School Boards the Infa Departments are highly organised and successfully conducte After stating arguments for and against the organisation of t Infant Division as a separate department (Infant School) M Smith goes on to say that:—

"Infant Mistresses cling too fondly to the tradition of 'two years in t Infant Department without much regard to the age of entry, which Glasgow, as we have seen, is far more often six than five. The result that a true 'Upper Infants' class is not often seen in Glasgow, the clas so-called being composed in the main of children over seven. I think th this tendency is aggravated by the example of England. Our Infant sch methods are very naturally influenced by English methods, and our te books are often of English origin. But the English tradition makes for earlier start than our own, and methods suitable for beginners of four a not suitable for beginners of six. What is wanted is a more careful clas fication of the newcomers, *and an adaptation of methods to the age, ph sique, and mental development of the child.* Something has indeed be done already. In more than one school special classes are now formed which late entrants are pushed on so as to enable them to take their pla among their contemporaries. These classes are necessarily small; t pupils get as much individual attention as possible, and no time is spent the merely ornamental."

The Phonic Method of teaching to read is becoming univ sal. but there are teachers who practise it without knowing principles thoroughly. The postponement of Reading reco mended in last year's report is not common, but one instance its successful adoption is cited. The subject is usually begun once and treated as a kindergarten occupation: this is suitab for "babies," but the children we have to deal with are n "babies" and for them other methods should be adopted.

"Correlation."

The principle of correlation, an excellent one in itself, is in da ger of becoming an "idol of the market-place," and its limitatio are consequently sometimes lost sight of. The result is a scher of work, often most ingenious, but sometimes a little artifici When the principle of correlation is carried out in this mecha

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cal fashion it comes athwart another principle to which, if conflict arises, it must yield, viz., to the natural development of each subject on its own lines. If a scheme of work be conceived as drawn up in parallel columns, one subject in each, there may be a horizontal connection—a relation across the page; but there must be a vertical connection—a development down the page. For example, a song which is to be included in the scheme of work should be chosen first of all for its musical qualities; its place in the list of songs should be determined first of all by its musical difficulty; if it further serves to illustrate the Nature Knowledge lesson for the week that is or may be a further gain. But that is not its prime object, and it would be a mistake to sacrifice musical quality and musical gradation to aptness of illustration. The corrective is to remember that there may be more than one "centre of correlation" among the subjects of the course, and that, after all, the only real "centre of correlation" is "the nature of the child."

SINGING.

There is little that is new to be said on this subject.

Visiting masters.

In many schools in the towns the teaching is either wholly or partly in the hands of visiting masters. The advantage of this plan is obvious in the case of a subject where so much depends on the skill of the teacher—its disadvantage lies in the fact that it tends to make the singing lesson an isolated portion of the school work, instead of being a means of recreation, a stimulus to the pupils fatigued by exacting duties, and a part, therefore, of the ordinary task to which they turn with pleasure as well as profit.

Like Physical Drill, the singing lesson should have its set time, recurring with sufficient frequency and lasting sufficiently long for the purpose of ensuring continued progress, but, like it also, the singing should be taken for short periods daily as an incidental occupation, as a relief from severer tasks.

Class teachers.

It is, therefore, desirable that the class teacher should be able and willing to co-operate with the visiting master in this matter. If the latter takes the set course, the former should take the incidental practice. Again the benefit of the visiting master's work will perhaps be most fully felt if he devotes himself largely, as appears to be the case in Greenock, to advice, suggestion, and help, given to the ordinary class teachers.

Selection of songs.

The selection of school songs is a matter of some difficulty and importance. One element in the list should, on many grounds, be the element of national song, and the educational reasons for the inclusion of such songs are so strong that in my own opinion they should outweigh the musical objections which are sometimes advanced against them.

The words of a school song are just as important as its musical qualities. Many school song books contain pleasant little melodies written for children, which, as music, are suitable enough, but which are joined to words whose literary quality is of the poorest

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kind. The words of the song should be taught, and should be worthy to be taught, as literature. If we cannot always have music "wedded to immortal verse" we can at least see to it that neither the music nor the verse shall be such specimens of the utterly commonplace as they too often are.

Appended are the remarks of Mr. Lobban and Mr. Munro Fraser, the only Inspectors who deal with the subject this year :—

H.M. Inspector, *Mr. Lobban.*

"In musical matters Dr. Somervell, Inspector of Music, has acted as our guide, philosopher, and friend. He has paid three visits to the county, on each occasion addressing the teachers and inspecting a considerable number of schools. He has effected something like a revolution in singing here. I could myself testify to the marked improvement to be met with all over the county, but I prefer to give Dr. Somervell's own estimate of the work he found on the occasion of his recent visit. His report is as follows :—

'My third visit to Ayrshire has been even more encouraging than the second. As the time for inspection was short, attention was chiefly paid to voice cultivation ; but it is evident that there is more teaching of the staff notation than was formerly the case. It is to be hoped that still more attention will be given in the future to this most important branch of school training.

'In some schools the teachers rely too much on charts, which are quite good so far as they go ; but it must be remembered that very little notation can be exhibited on a page and that consequently the children soon learn this by heart. Another drawback to the use of charts is that the length of the tests seems to be determined, not by the canons of rhythm, but simply by the amount of space at the disposal of the printer. Consequently the tests are generally most unrhythmical, consisting often of 5, 6, or 7 bars !

'Loud singing seems, with rare exceptions, to have entirely disappeared — at all events in the schools visited ; in some of the schools it would be hard to find a more beautiful tone than that exhibited by some of the classes The disappearance of part-singing has resulted, as was only to be expected in the children using for the most part pure head notes ; and many of the teachers testified to the fact that, whereas singing had formerly been a pain, it is now nothing but a pleasure."

H.M. Inspector, *Mr. Munro Fraser.*

"Progress in singing has to be reported in many directions. Sight singing is receiving more attention, and ear-training is begun earlier. The Greenock schools are recovering some of the ground that was lost in this subject. Formerly the main responsibility for the teaching of singing was thrown on the visiting master ; now it is thrown on the ordinary teachers, the visiting master's function being to direct, suggest, and help. What is largely lacking over the district is effective voice-training. Harshness, more particularly in the voices of boys, is a common and disturbing feature. In R.C. Schools taught by convent sisters, who have an expert knowledge of singing, no complaint is, as a rule, possible on this score. Much of the work that is done in the junior classes in part singing could be spared and the time so saved given to voice-training, but before any general improvement can take place in this regard, it is evident that many teachers require to receive practical lessons in voice-production, for which purpose an Art. 91 (d) class is suggested. A beginning has been made with the Staff notation in several schools, but only a beginning. The sol-fa notation holds the field, the general impression being that it is both easier to acquire and more suitable for the teaching of large classes. In Paisley musical education is advancing, both in school and out of it. The institution of a Musical Festival, which includes, among other things, competitions open to individuals and choirs from the public schools, is bound to have an important influence on voice-culture in the schools. Singing is often neglected for some weeks after the session begins, the excuse being that,

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the classes being changed, the pupils have not had time to acquire a new song. There is not much in this excuse, and whatever validity it has would be lost, if schools were to adopt what I have taken occasion to recommend—a profession of two or more national songs in common by all the classes."

Drawing.

The following report by Mr. Grigor, Sub-Inspector, on the Drawing and Manual Instruction of the Elementary Schools in the Division, is forwarded by H.M. Inspector, Mr. F. W. Young:—

Effects of changed methods.

"The effects of the radical change in the character of the drawing instruction following on the substitution of familar objects, natural and artificial, for ornamental forms and geometrical models are more clearly apparent this session than in any previous year. In very few schools was the full significance of the change immediately realised, nor were teachers too ready to apply the lessons of the classes conducted under Art. 91 (d) of the Code; and in outlying districts, where teachers have only infrequent opportunities of meeting their fellows and discussing educational problems, much misunderstanding is yet to be found. Still the general tendency is everywhere of a satisfactory character, and the outlook is full of hope. Much, however, remains to be done that can only be successfully accomplished by the enthusiastic efforts of teachers in all classes of schools.

Necessity for preparation of lessons.

"Some years ago when the sequence of the drawing exercises in any class was determined by the arrangement of the series of charts in use in the school, and by the number of geometrical models provided, it may have been possible to conduct the instruction with a fair measure of success even where thoughtful consideration of the exercises by the teacher was largely absent. To-day, instruction which is not based on serious preparation can only end in failure. Every visit of inspection makes this more and more clear.

Inconvenient Classrooms.

"Classrooms are often badly lit and very inconvenient for object drawing. When a large example is to be used as a class exercise, it is frequently a matter of great difficulty to find a position in which the object will be clearly visible in all parts of the room; or, when a number of smaller examples are employed, to find stands on which to place them.

"In Nature drawing it is not every specimen hastily gathered from field or hedgerow that possesses any or all of the essentials for a good lesson.

"Now, more than at any other previous time, careful preparation by the teacher in the selection, arrangement, and placing of the examples before the class is of the very essence of success in this work."

Brush Drawing.

"The results obtained from the study of Brush Drawing are frequently very disappointing. It would seem as if the giving of this instruction at a special time had led to the building up round the subject of a particular style of exercises, which often have only a distant resemblance to real drawing—the representation by the individual of actual personal observation. Again, this work is often done with coloured material which has only its cheapness to recommend it."

Woodwork.

"The centres for instruction in Woodwork are on the increase. As a rule they are in charge of young teachers who take their work seriously, and who are capable of imparting much of their enthusiasm to their pupils. The fact that the instructors continue diligent students of their own and cognate subjects augurs well for their continued success as teachers."

Physical Training.

Growing importance of the subject.

For some years past the importance of the physical side of education has been realised with growing clearness. So far as administrative action is concerned, this first appeared in the inclusion of school Drill as an essential part of the curriculum

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The "Drill" which was thus made universal was, no doubt, wh carried out with efficiency and at regular and frequent interva of considerable benefit to the children, and even its educatio results in improved discipline and *morale* were, so far as th went, of importance and value. Such "Drill," when w developed on its own lines, taught to a certain extent concert action and rhythmical movement, and it also to a more limit extent developed the frame and improved the carriage of t pupils who were able to benefit by it. But it had several disa vantages and dangers; of special methods for the special needs children below the average in physical strength and activity had none, but those are precisely the pupils who most requ physical training. It was usually of the so-called "militar type, and was thus not equally suited to boys and girls. It w an application of a system which may have been suitable f young soldiers, but which, for that very reason, could not suited to young children.

System hitherto in common use: its disadvantages and defects.

The time given to such training was inadequate, and the wh of the week might pass without any exercises being done exce for half an hour or forty-five minutes on a Friday afternoon.

Progress in this subject.

In last General Report it was shown that new and far-reachi ideas of reform were taking shape in this Division and through Scotland. These were indicated and a certain amount of progre in the direction of their full realisation was reported. This ye one can trace, in the case of the urban areas, at least, a very co siderable advance in the desired directon.

The root principle of the system of physical training now bei disseminated by the trained instructors who are training th teachers, and are thus indirectly training the pupils, is very clear brought out by H.M. Inspector, Mr. J. C. Smith, in his excelle report on the subject:—

A new principle.

"The essence of the recent movement in Physical education is this—th it brings to the front the principle which our practice of military drill wi its ideals of 'smartness' and 'precision' and its habits of judging effe *en bloc* had tended to obscure, viz., that the end and aim of physi culture in the elementary school is the physical betterment of the *ind vidual child.*

What it implies.

This implies a system carefully adapted to the needs of th pupils at the various stages of their physical growth; it must graded to suit the varying physical needs and capacities of th child throughout his school life. But it must be adaptable, an to some extent, therefore, an elastic system, *i.e.*, it must be po sible to modify its general outline to suit children of differe types of schools.

The Official Syllabus.

The system (Official Syllabus) now in ordinary use in th majority of schools is undoubtedly a very great advance on th very varied schemes formerly adopted, but it is not, I understan considered by experts to be quite perfect. And, above all, it held, and with evident reason, that no scheme of physical trai ing which has for its object the proper development of th

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individual child can be formulated with certainty until the bounds of our knowledge of what that development ought to be have been considerably enlarged.

The physical measurements of Glasgow school children.

Hence the importance of the scheme for tabulating the physical measurements of the school children of Glasgow which has, with Captain Foster's help, been initiated and which is now being carried out. On this subject I quote the following passage from Mr. J. C. Smith's report:—

"In my last report I referred to the physical measurements taken at the beginning of the session by the School Board of Glasgow. These measurements, I understand, are being or have been tabulated in the Department according to a plan of Captain Foster's. Now I am strongly of opinion that these measurements can be made to serve two quite distinct purposes. Properly tabulated, they will enable us to arrive at reliable conclusions as to the normal measurements of children at any given age, and to see how far children of any particular school or locality fall short of, or exceed these normal measurements. This is the purely statistical aspect, and I have no desire to under-rate its importance. The ascertainment of a reliable *norm* is indeed essential to what I am going to propose, but far more important to my mind is the light which these statistics can be made to throw upon the physical progress of the *individual child*."

Then follows the passage, already quoted, on the principle of the new movement in physical education. Mr. Smith continues:—

"Now if a system of physical measurements is to do this, it follows:—

"(1.) That the measurements must be taken annually.

"(2.) That they must be recorded in permament form, not only for the whole school or class but for each individual child.

"What is wanted here is not to compare one age with another, or one school with another, but to compare each child with the *norm* and with *himself*."

An important research: results.

Mr. Smith then relates what has actually been done to carry out these suggestions: (1). An elaborate set of graphs was constructed by one of the teachers showing the average growth, rate of growth, and acceleration of rate of growth for boys and girls separately in three typical schools—one a Higher Grade School, one a good Working Class School, and one a Slum School. These graphs bring out some interesting and valuable results, one or two of which may be mentioned. They show that the age of most rapid growth is considerably later than one would have imagined, and that it follows the general law—that the poorer the school the later is the age of most rapid growth. They show that in point of growth the boys at the Higher Grade School were $1\frac{1}{4}$ years and the girls actually $2\frac{1}{2}$ years ahead of the boys and girls at the Slum School. They show that slum conditions tell more severely on girls than on boys. (2) Suitable forms of record were devised by two head-masters independently, they were discussed in conference, finally adjusted by a small Committee, and are now in general use. The idea is to have a form for each child which shall record his attendance and his progress (mental and physical) from year to year, and shall accompany him from class to class, and from school to school. Its prime function is to show how the child compares with the *norm* and with his past self.

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It would be difficult to exaggerate the importance of thes researches, and it may perhaps be said that it is by the application of similar methods in other parts of the educational field that we may hope ultimately to lay the foundations of a real science of education.

When the required data are finally ascertained by a sufficiently large mass of statistics, it will then be possible so to modify the present syllabus, which, in the meantime, is of the utmost benefit and utility, as to make it a thoroughly suitable instrument for its purpose.

Necessity for trained instructors.

The system, however, more or less perfect as it is, or will be, must be carried out by properly trained instructors. These are themselves being trained in several colleges in England and at one in Scotland, and from Captain Foster's General Report, a copy of which I have had the privilege of perusing, it would appear that in the West of Scotland the necessity for the training of the teachers and for the provision of trained instructors has not been lost sight of. The School Board of Glasgow, the Catholic Managers of Glagsow, and the School Board of Maryhill have all appointed ladies trained at Dartford, Chelsea, and Bedford, respectively to visit the schools, to instruct and advise the teachers, and sometimes to act as teachers of Higher Grade pupils, or of pupil teachers. Under the auspices of the School Board of Glasgow, lectures have been given by experts in physical training to the teachers of the schools and to their physical training instructors.

Physical Training Classes under Art. 55 Regulations.

Classes under Art. 55 of the Regulations for the Training of Teachers (formerly 91 (d) of the Code) have been, or are being held by the Glasgow School Board, the School Board of Maryhill, and the Catholic Managers, under their trained instructresses, for the teachers in their service.

Thus, on every hand, the movement is in the direction of making the physical equally with the mental training of the child a part of the teacher's ordinary duties, and of training him to undertake the task, and I learn from his report that in Captain Foster's opinion this is "the most effective way of establishing a sound and workable system of Physical Training in all Elementary Public Shools."

Physical Training in Country Schools.

I need add nothing to what was said last year on the subject of Physical Training in Country schools. There it is that progress will for some time be inevitably slow. Trained teachers will, however, become more easily obtainable, a proper system of exercises will gradually be adopted, and possibly even the inconvenience of the available space and the inadequacy of the time given to the exercises may disappear.

The only other point to which reference need be made is touched upon by Mr. Munro Fraser. He says:—

H.M. Inspector, *Mr. Munro Fraser.*

"The Departmental syllabus is now followed in almost every school, but the short daily lesson for practice with occasional longer lesson for preparation has still to become the rule. By the end of another year it is hoped that this part of the official recommendation will be carried out universally."

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Mr. J. C. Smith also referred to this matter last year, and it seems a pity that so simple and obvious a means of improving the physique and stimulating the flagging energies of the pupils should be so frequently neglected.

Feeding of School Children.

A general statement.

The question of the feeding of school children has been much discussed during the past year. On this subject my distinct impression is that there are few, if any, cases where children who might be in want of proper nourishment to enable them to carry on their school work have not had their wants supplied by the voluntary agencies at present existing.

Voluntary agencies—their adequacy

In Glasgow, Govan, Paisley, Greenock, and Port Glasgow these voluntary agencies are numerous and active, and with regard to their work in his own district Mr. Munro Fraser states that :—

"The general opinion appears to be that these agencies are quite adequate to cope with any distress that exists."

Many of the agencies for the relief of such distress are connected with religious bodies. Church Missions of the various Presbyterian bodies, the Roman Catholic Societies of St. Vincent de Paul, and the Salvation Army all share in the work.

and method.

As an example of the methods followed the following passage from a report by Mr. Munro Fraser on the subject may be quoted.

Speaking of the Societies of St. Vincent de Paul, he says :—

"The names of deserving objects of charity are brought under the notice of these Societies—which consist wholly of laymen, hold weekly meetings, and make full inquiry into necessitous cases. In specially severe seasons meals are supplied in certain schools, free to some, and at a nominal cost to others, by the sisters of St. Margaret's Convent, Paisley."

Various bodies, such as the Charity Organisation Society in Greenock and the "Poor Association" in Paisley, make provision for the relief of necessitous cases in these towns, and particular mention must be made of the Salvation Army, whose beneficent activity is seen in many districts, for example in Greenock, where their system of farthing breakfasts provided throughout the winter has been largely taken advantage of.

Ayrshire Maybole.

In Ayrshire there has been an instance of provision for the feeding of necessitous children at Maybole, where, owing to trade depression, some distress exists.

"The teachers of the Cairn School provide a free hot lunch for needy children. The expense is met by voluntary contribution, and the arrangement appears to work satisfactorily."

School dinners in rural districts.

In the rural portions of the Division, meals are often provided for children, quite apart from any question of poverty. The advantages of such provision are obvious, and as, in practically all cases, the children pay a small fee the feeling of pauperisation is prevented.

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The amount paid is, as a rule, not sufficient to cover the cost of the meals, but subscriptions, the proceeds of school concerts, and contributions in kind from people resident in the neighbourhood, are all found as auxiliary agencies.

Blind, Deaf-mute, and Defective Children.

Central Institutions.

Blind and deaf children in the district of the Glasgow School Board are generally educated at large central institutions for the purpose—the blind at the Royal Asylum for the Blind, and the deaf at the Glasgow Institution for the Deaf and Dumb at Mount Florida.

Numbers in ordinary schools.

In addition, instruction has been given during the past year to twenty blind children distributed over five of the ordinary schools. It is interesting to learn that one of the blind pupils from the Asylum, and one of the deaf from the Institution, gained each a Marshall Trust Bursary this year.

Classes for the deaf in Govan.

Under the Govan Parish School Board the special classes for the deaf at Copeland Road continue to be successfully conducted, and a new and specially equipped school for both physically and mentally defective cases is about to be opened in the Partick district, the pupils being transferred from Church Street and Anderson Street Schools respectively. There is also a special class at Broomloan Public School for mental cases. The Board are, it is understood, taking steps to provide a new special school for the Govan district.

Greenock and Paisley.

In Greenock and Paisley special classes for the deaf are conducted by the Burgh School Boards.

Special School at Bridgeton.

I am again indebted to Miss Monteagle, the principal teacher of the Bridgeton Special School under the Glasgow School Board, for a full and interesting report on the work done for defective children in this area.

The report well deserves to be quoted in full, but considerations of space permit of a summary only.

I give first a statistical table showing the details of the various classes.

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SPECIAL CLASSES FOR DEFECTIVES (GLASGOW).

Name of Class.	Accommodation.		Roll.		Teachers on Staff.	Number transferred to ordinary schools during past year.		Remarks.
	Physical Cases.	Mental Cases.	Physical Cases.	Mental Cases.		Physical Cases.	Mental Cases.	
Bridgeton—Special School	80	80	60	59	7	12	2	
Calton—Special Classes	—	40	—	40	2	—	2	Mentally defective Cases only.
Camlachie—Special Classes	—	120	—	57	3	—	7	" "
Dennistoun—Special Classes	—	80	—	40	2	—	—	Opened 2nd April, 1906.
Dobbie's Loan—Special Classes	—	80	—	15	1	—	—	Opened 7th January, 1907.
Grove Street—Special Classes	—	40	—	35	2	—	2	Mentally defective cases only.
Finnieston—Special Classes	100	78	60	36	5	10	—	
Hayfield—Special Classes	80	80	45	60	6	—	2	Physically defective classes opened 17th Sept. 1906. Mentally defective transferred from Oatlands, 8th January, 1906
Woodlands Institute	160	—	60	—	3	9	—	Physically defective Class only.
Totals -	420	598	225	342	31	—	15	

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Results of training.

That these classes enable some at least of the mental defective to make a more effective use of their powers than th would otherwise be able to do, is shown by the fact that of children who left on reaching the age of 14, 8 are known to ha regular employment. The table shows also that 15 mental defective cases had made sufficient progress at the special class to permit of their transference for the remainder of their scho life to the ordinary schools. Such children belong to the cla noted as "hopeful" after medical examination. It is found th pupils of this type may often be transferred to the ordina classes after two or three years training in the special scho Of those classed as "less hopeful" the majority must spend their school time in the special schools, while those who are co sidered "not hopeful" cases are frequently removed to Imbeci Institutions. The total number of Glasgow children in su institutions was last year 123, this year it is 127.

Health of defective Children.

In the case of the physically defective, attendance at the speci classes appears to effect in many cases a marked improvement health.

"Should a child's health improve in a marked degree, as is frequently t case after a year or more in the special school, he is again examined by t doctor, and, if his health is sufficiently good, he is transferred to an ordina school."

School hours

In the defective classes the school hours are necessarily sho for the pupils are easily tired, and the strain on the teacher severe. In the forenoon the work consists of Reading, Writin and Arithmetic, interspersed with Singing. In the afternoon th children have manual occupations, recitation, and drill.

Difficulties of the work.

There is, as might be expected, much less difficulty in teachin the physically defective than there is in dealing with the mental affected. In the case of the latter both discipline and instructio present special problems and peculiar difficulties which can on be overcome by care and patience. Even recreation must recei special attention from the teacher.

"Although the defective child may be fond of games, he has even to taught to play. Very few mentally defective children, when sent into th playground, will play of their own accord. They will be found herded t gether at the school door, if the weather be cold, or sitting listlessly abou if otherwise. It is as easy to tell a mentally defective child in the pla ground as it is in the school room."

Methods in use in Teaching Arithmetic and Reading.

It is remarkable that the very methods which have in recen years been receiving special notice and which have been achievin success in the work of the ordinary school, are those which pe force *must* be adopted if any progress at all is to be made in th defective classes. This would seem to be an additional proof the educational soundness of these methods. Miss Monteag finds, for instance, the use of *the concrete example in arithmeti* and the *phonic system of teaching reading*, to be of great servic in those two subjects of instruction.

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"The teaching of singing receives great attention and care, and this subject, besides having a refining influence on the children's voices and minds, is of great benefit in other ways. It is good for the speech, the memory, the voice, and the health. It is one of the best forms of physical exercise we have." Singing.

Physical training in the ordinary sense also receives, as might be expected, very careful attention. It is of special importance, for the carriage and gait of mental defectives is never quite normal even in hopeful cases. Physical Training.

Separate records are kept of each child's health, attainments, and manual dexterity, and it is often very interesting and satisfactory to the teachers and others to see the progress thus recorded. Individual Records.

Miss Monteagle adds a number of suggestions for the better organisation, equipment, and instruction of these special classes. She insists upon the importance of early admission to the classes, and she advocates the retention in them of many pupils up to the age of 16. As regards school premises, the importance of having the rooms on one floor, and the special value of good playground and lavatory accommodation are also alluded to. Suggestions: *Miss Monteagle.*

Many of the children never have an opportunity of seeing anything beyond the life of the streets, and it is suggested that a day in the country three or four times a year would be of great benefit to them physically and mentally. Probably Glasgow with its sea-side estate of Ardkinglas might be able to give the children a fortnight in the open air to their very great benefit.

The whole subject of the training of defectives is one of extreme interest, not only from the philanthropic point of view, but also on its purely educational side. The processes of the abnormal child's mind do undoubtedly throw some light on the problems of normal mental development, and the individual study of each child which the teaching of defectives enforces has its place and use in general educational theory. Interest of the work among defectives.

It is therefore gratifying to find that School Boards throughout the Division seem to be awakening to a keener sense of their responsibilities towards children of this type. I have observed that Boards, who have hitherto taken no steps in the matter, are beginning to make inquiries regarding the admirable work that Glasgow and Govan are doing in this connection.

Supplementary Courses.

Last year an effort was made to show by means of statistics, furnished by the Department for each District within the Division, the exact state of matters in regard to the number of pupils who qualify for entrance to a Supplementary Course, and the numbers who, by the award of the Certificate of Merit, show that they have actually gone through such a course. Statistics.

These statistics have again been drawn up with the addition of certain data giving (*a*) the number of schools in which pupils Additional data.

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have passed the qualifying examination, and (*b*) the number of schools which have received grants under Art. 21, that is, schools in which an approved Supplementary Course has formed part of the curriculum.

Table No. I. I desire to draw attention first to the Table No. I. given below: it gives the detailed statistics for the whole Division according to Inspectorial Districts. It has to be noted that the Island of Mull is now included in the County of Argyll (District No. 12) and no longer forms part of the Glasgow District (No. 7). This, however, does not materially affect either the totals or the general conclusions to be drawn from them.

For purposes of comparison I give also the figures for last year. [Table No. I (*a*)].

TABLE No. I.

STATISTICS RELATING TO THE WESTERN DIVISION FOR THE YEAR ENDED 31ST AUGUST, 1906.

Number of District.	County or District.	Average Number enrolled.	Actual Average Attendance.	Number of Schools in which Scholars were passed for enrolment in Supplementary Courses.	Scholars passed for enrolment in Supplementary Courses.	Number of Schools in which Grants were paid for Supplementary Courses.	Average Attendance paid grant under Art. 21 (Supplementary Courses).	Scholars passed for the issue of Merit Certificates.
7	Lanark, part of	112,084	96,723	100	5,264	49	2,131	1,126
	Bute, County of	2,833	2,510	18	175	11	87	43
	Total	114,917	99,233	118	5,439	60	2,218	1,169
8	Lanark, part of	89,335	77,590	177	5,252	120	2,095	676
	Dumbarton, part of	3,243	2,696	7	223	6	75	4
	Stirling, part of	1,182	1,045	5	86	5	69	4
	Total	94,260	81,331	189	5,561	131	2,239	684
9	Ayr, County of	49,132	42,770	128	3,190	61	1,278	411
	Total	49,132	42,770	128	3,190	61	1,278	411
10	Dumfries, County of	18,169	11,576	65	830	12	213	69
	Kirkcudbright, County of	7,157	6,358	30	417	13	130	48
	Wigtown, County of	5,856	4,917	25	263	8	139	41
	Total	26,182	22,851	120	1,510	33	482	158
11	Lanark, part of	36,147	31,649	32	2,188	18	494	199
	Dumbarton, part of	18,636	16,513	35	884	20	289	98
	Total	54,783	48,162	67	3,072	38	783	297
12	Renfrew, County of	53,717	47,314	73	3,335	52	1,696	696
	Argyll, County of	12,021	10,549	94	804	75	613	192
	Inverness, Parish of Small Isles	64	54	1	4	—	—	—
	Total	65,802	57,917	168	4,143	127	2,299	888
	Total of Western Division	405,076	352,300	790	22,915	450	9,299	3,607

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TABLE No. I. (*a*).

STATISTICS RELATING TO THE WESTERN DIVISION FOR THE YEAR ENDED 31ST AUGUST, 1905.

Number of District.	County or District.	Average Number enrolled.	Actual Average Attendance.	Scholars passed for enrolment in Supplementary Courses.	Average Attendance paid grant under Art. 21 (Supplementary Courses).	Scholars passed for the issue of Merit Certificates.
8	Lanark, part of	110,486	95,720	4,995	1,592	688
	Bute, County of	2,873	2,527	177	81	45
	Argyll, Island of Mull	704	611	34	40	7
	Total	114,063	98,858	5,206	1,713	740
8	Lanark, part of	89,260	77,663	4,093	1,883	487
	Dumbarton, part of	3,203	2,735	186	—	—
	Stirling, part of	1,197	1,069	116	51	19
	Linlithgow, E. Benhar P.S.	144	119	—	—	—
	Total	93,804	81,586	4,395	1,934	506
9	Ayr, County of	49,422	42,512	2,408	1,011	328
	Renfrew, Parish of Skelmorlie	192	163	10	15	6
	Total	49,614	42,675	2,418	1,026	334
10	Dumfries, County of	13,000	11,546	692	179	50
	Kirkcudbright, County of	7,280	6,382	404	104	27
	Wigtown, County of	5,953	4,974	182	114	46
	Total	26,233	22,902	1,278	397	123
11	Lanark, part of	36,307	30,485	1,560	434	174
	Dumbarton, part of	18,273	16,096	760	203	63
	Total	54,580	46,581	2,320	637	237
12	Renfrew, except the parish of Skelmorlie	52,945	45,834	3,187	1,352	455
	Argyll, except the Island of Mull	11,299	9,949	839	487	109
	Inverness, Parish of Small Isles	58	51	2	—	—
	Total	64,302	55,834	4,028	1,839	564
	Total of Western Division	402,596	348,436	19,645	7,545	2,504

An examination of the figures in these tables brings out the act that in every part of the Division, with the exception of the ounty of Argyll, the part of Stirlingshire included in District o. 8, and the County of Bute, there is an increase—sometimes very substantial increase—in the number of pupils who tually qualify for a Supplementary Course. While this absote increase is a gratifying fact, its full significance will not be ppreciated without reference to the second table, where it will e found that in nearly every case the increase is more than roportionate to the corresponding increased Roll and average ttendance.

An increase in the number "qualifying."

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And in the number passed for Merit Certificates.

Again, if we consider the last column of the table it will found that a similiar increase has in most cases taken place in number of pupils who have qualified for the award of Me Certificates, and who may thus be said to have completed the curriculum of the Elementary School. The exceptions to t rule are the County of Bute and the County of Wigtown. In case of the former the decrease is proportionately so small as be of little importance; in the case of the latter it is larger- decrease of five Merit Certificates on the small total of 46 l year is considerable, and indicates, in conjunction with irregularity of attendance and the large number of exempti already alluded to, a state of educational apathy in this cou which is greatly to be deplored.

This absolute increase should also be compared, to ascertain relative value, with the percentage given in column 7 of Ta No. II. and the last column of Table No. II. (*a*) when it will seen that, on the whole, progress has been made.

Table No. II. (*a*).

If we compare the number who qualified *last year* with number to whom the Merit Certificate was awarded *this year* have a very reliable index to the number of pupils in each d trict who completed the full course. A certain small percent of pupils remain for a second year, but in the vast major of cases those who obtain the Certificate do so after one ye attendance in a Supplementary Course. Table No. II. (*a*) gi the figures for the different districts.

TABLE No. II. (*a*).

No. of District.	County or District.	Scholars passed for enrolment in Supplementary Courses in 1905.	Scholars qualified for Merit Certificate in 1906.	Percentages.
7	Lanark, Bute, * &c. -	5,172	1,169	22
8	Lanark, &c. - - -	4,395	684	15
9	Ayr - - - -	2,418	411	17 (very nea
10	Dumfries - - -	1,278	158	12
11	Govan and Dumbarton -	2,320	297	12
12	Renfrew † and Argyll -	4,062	888	21
Totals.	—	19,645	3,607	18

* Omitting Mull. † Including Mull.

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The percentage in the last column of Table No. II. (*a*) would of course be considerably larger if the enrolment in a Higher Grade School could be reckoned as equivalent, for statistical purposes, to obtaining the Merit Certificate, but even after making ample allowance for this, the number who pass through a full years' course after qualifying is obviously much smaller than it ought to be. Allowance for Enrolment in Higher Grade Schools.

TABLE No. II.

[NOTE.—Plus (+) means an increase; minus (−) a decrease as compared with last year].

(1) No. of District.	(2) Average Number on Roll.	(3) Average Attendance.	(4) Passed for Supplementary Courses.	(5) Percentage of (4) to (3).	(6) Passed for Merit Certificate.	(7) Percentage of (6) to (4).
No. 7.	114,917	99,233	5,439	5·4	1,169	21·4
Mr. J. C. Smith	+854	+375	+233	+·2	+429	+7·2
No. 8.	94,260	81,337	5,561	6·5	684	12·3
Mr. Harvey	+456	−249	+1,166	+1·5	+178	+·8
No. 9.	49,132	42,770	3,190	7·4	411	12·8
Mr. Lobban	−482	+95	+772	+1·8	+77	−1·
No. 10.	26,182	22,851	1,510	6·6	158	10·4
Dr. A. D. Thomson	−51	−51	+232	+1·1	+35	+·8
No. 11.	54,783	48,162	3,072	6·3	297	9·6
—	+203	+1,581	+752	+1·3	+60	−·6
No. 12.	65,802	57,947	4,143	7·1	888	21·4
Mr. Munro Fraser	+1,500	+2,113	+115	−·1	+324	+7·4
Totals.	405,076	352,300	22,915	6·5	3,607	15·7
	+2,480	+3,864	+3,270	+·9	+1,103	+3·

If we turn to Table No. II. some interesting facts emerge. The first is the increase in the percentage of qualified pupils (column 5). The only exception is the very slight decrease in Table No. II.

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District No. 12 in which the highest percentage was found la year. The increased percentage in districts Nos. 8, 9, 10, and is striking, and the actual amount of increase is particularly notic able in Lanarkshire, where more than a thousand scholars ha qualified in excess of last year's number out of a diminish average attendance. In the Govan and Dumbarton Districts t attendance has increased by 1,581. On a 10 per cent. basis, th should imply an increase of 158 qualified pupils; the actual i crease is 752. A similar result is to be noted in Ayrshire, whe the slightly increased attendance would have given, at the 10 p cent. rate, only 10 more qualified pupils, but we find an actu increase of 772. The numbers this year are nearly the same those of last year in the Glasgow District. But in Renfrew a Argyll, while the actual number qualifying and the percenta of these to the average attendance continue to be satisfactori large, there is a slight proportionate decrease. The attendan has increased by over two thousand, the number qualifying only *115 more*, and this is not even 7 per cent. of the increa on the average attendances.

For the whole Division the increase of over three thousand the number who have qualified must be considered satisfacto for, as the average attendance is 3,864 greater, the proportiona increase, at the rate assumed above, would have been only 3 while the actual increase is 3,270.

On the same basis (10 per cent. of the average attendance) the was a deficiency last year in the number qualifying of 15,198 the whole Division. This year the deficiency, similarly calculate is 12,315, a considerably smaller figure, but one which shows th there is still considerable room for improvement in the future.

From the figures in the last column of Table No. II. it wou appear that the districts in which the largest number of pup actually pass through the Supplementary Course are Glasg District, and Renfrew and Argyll. This inference is confirmed the last column of Table No. II. (*a*). Of course, in dealing wi this branch of the subject, it must be remembered that no accou is taken here of the large and increasing number of pupils who not enter the Supplementary Courses, but who enrol in High Grade Schools. These, over the whole Division, are more th equal to the number who obtain the Merit Certificate, and if w are to estimate what proportion of the qualified pupils actual take a higher course, we must make allowance for this fact.

General Results.

Even when this is done, however, we shall find that only abo 40 per cent. of the qualified pupils take such higher and Suppl mentary Courses. This means that, besides the large numb who never reach this stage, a large proportion of those who pa through the Elementary Schools leave them with the compar tively small amount of knowledge represented by the Qualifyi Examination. Such knowledge is, or ought to be, sound a good so far as it goes, but it is disappointing that so many pupi should miss what ought to be the most valuable part of their scho career, their one opportunity of obtaining a glimpse of the wid world of books and of nature which is opened to those who school life is some years longer.

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One of the most gratifying features of the statistics is shown in column (6) of Table No. II. From this column it appears that the number of Merit Certificates awarded this year is greater in every district than it was last year, and that, over all, the number is nearly half as many again as it was last year. A gratifying feature of the statistics.

The two new columns added to Table No. I. bring out the relation between the number of schools from which pupils qualify, and the number of schools in which there are Supplementary Courses. In some of the districts the comparatively small number of the latter is no doubt due to centralisation of Supplementary Course instruction. This is undoubtedly the case in Districts Nos. 7 and 11. It probably to some extent affects the numbers in District No. 9, but it is noticeable that out of 94 schools in Argyll from which pupils qualified, there are 75 which have Supplementary Courses, and that in Dumfries out of 65 such schools only 12 have these courses. The new columns in Table No. I.

A similar state of matters is seen in Kirkcudbright and Wigtown. In this connection I quote a passage from Dr. A. D. Thomson's report. Kirkcudbright and Wigtown.

After referring to the statistics given last year, Dr. Thomson says :— H.M. Inspector, *Dr. A. D. Thomson.*

"The impression left by the conclusions there drawn from the statistics is apt, at least in the case of a rural district like this, to be somewhat misleading. Apart from the fact that many who pass the qualifying examination enter Higher Grade Schools, and do not therefore claim the Merit Certificate, there is a large number of small schools in which no Supplementary Course exists. Further, many of those schools are in isolated positions, and it is impossible for the pupils to go to a school where Supplementary Courses do exist. It follows that a great many pupils who pass the qualifying Examination never have a chance of obtaining the Merit Certificate, there being no Supplementary Course in or near their own school. Yet even in their cases, I think it is well that the children should be presented for the Qualifying Examination, and that for two reasons: first, it furnishes the school with an end towards which to work, similar to the old Merit Certificate; and second, it enables pupils who may happen to leave for a school where a Supplementary Course does exist to enter at once, and without trouble, on the Supplementary Course work in their new school."

But the case of Argyllshire seems to prove that even in isolated rural districts it is possible for Supplementary Courses to be established in a large proportion of the schools which present pupils for the Qualifying Examination, and the question arises whether a school without such a course should not be regarded as deficient in an important part of its curriculum. In the remarks which follow on the subject of the Qualifying Examination my own view on this matter will be explained. Supplementary Courses in Argyll.

Although the statistical tables given above indicate, on the whole, considerable improvement in the numbers passing the Qualifying Examination, there is still undoubtedly a great leeway to make up, and I am convinced that there still lingers in the minds of teachers much misconception as to the real relation which the qualifying stage bears to other steps in the school course. Many teachers still seem to think, and I am not The Qualifying Examination.

A misconception.

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quite sure that Inspectors have not had some share in fostering the idea, that the Qualifying Examination is a something separate and distinct from anything else in the curriculum, that it is a fence which only the more alert section of the pupils need expect to clear, and that only after prolonged and special training should, even in their case, the leap be attempted. The sane view is, that the Qualifying Examination is simply one of the regular stages through which the pupil passes: given that a pupil enters at or near the legal age—and it must be at once conceded that the school authorities have not yet adequately realised their duty in this connection,—is of average abilities has attended regularly, and has been efficiently trained, that pupil ought, as a matter of course, to pass on through the Qualifying Examination (his fitness being mainly decided by the teacher's estimate), and enter either upon a course of Supplementary study, or be drafted into a Higher Grade Department as circumstances may determine: in other words, it should not be the exceptional few who pass, but the exceptional few who fail.

The true view of the matter.

Centralisation of Supplementary work.

It follows from this that the centralising of Supplementary Course instruction in populous localities must of necessity be limited to the special branches of instruction for which it would be unreasonable to expect that Boards should make provision in every school, *e.g.*, in the case of boys, Manual training, and, in the case of girls, Cookery, Laundry, and Practical Housekeeping. These subjects can in such districts be dealt with by drafting pupils from a grouped set of schools for instruction under qualified experts, while the main subjects of the Course, namely, English, Practical Mathematics, Specialised Arithmetic, Drawing, and Nature Study, can be overtaken in their own schools, and form a fitting copestone to their work there.

The criterion of a good Supplementary Course.

Aims of the instruction.

The criterion of good Supplementary Course work should be that there is something distinctive about it; the treatment of the subjects entering into it, and the general attitude toward the pupil should be different from those obtaining in the lower classes. The effort of the teacher should be directed to widening the pupils' outlook, and to cultivating in them, as far as may be, habits of independent work, self-reliance, and resourcefulness.

A serious indictment.

The remedy.

One not infrequently hears from Head Masters that pupils are passing through the schools without, as a whole, receiving that thorough grounding in the Elementary subjects which the strict individual Examination of former codes involved. If this be the case, it is indeed a serious indictment, but one, it seems to me, against the Head Masters themselves. It surely ought to be one of a Head Master's chief duties to see that no member of his subordinate staff is passing slovenly work through his hands. As Mr. J. C. Smith, alluding to this point, remarks:-

H.M. Inspector, *Mr. J. C. Smith.*

"The true remedy, indeed, lies not in reverting to individual examination but in magnifying the power and responsibility of the Head Master, who is the proper examiner of individual pupils."

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In the same connection, I may quote from Mr. Munro Fraser's report :— H.M. Inspector, *Mr. Munro Fraser.*

"Even in large schools, like those of Paisley and Greenock, the co-ordination of the work from class to class demands much more care than is usually given to it, and this co-ordination should be the work of the Head Master, not of the Inspector."

Throughout the Division the number of Supplementary Courses as well as the numbers in attendance are steadily growing. With regard to the actual instruction in these classes, it may be confidently said that, so far as English is concerned, it is every year advancing in intelligence and in range. In my opinion, however, the time has now come for attempting more definite and real instruction in the case of the subjects of Schedule VI. Increased Number of Courses. Subjects of Instruction.

In the case of crowded industrial centres such as exist in the Western Division, this instruction should unquestionably, so far as boys are concerned, include some Practical Mathematics and Manual Instruction. While one is not prepared entirely to disapprove of the so-called Commercial Courses, it is a fact that in too many cases they degenerate into little more than a kind of glorified "6th Standard."

In the case of girls, instruction in Cookery and Laundry in the larger centres, and, I am inclined to think, in purely rural districts also, is increasing, and is probably becoming of a more adequate and thorough type. It seems not out of place to allude here to a practice in connection with Cookery classes which I have frequently observed. It is that of the School Board requiring that the sale of the dishes should cover the cost of the materials. This has a very undesirable result, for teachers of cookery have a tendency, owing to this requirement, to shape their lessons rather towards what will sell than towards what would be really useful for the children. A cookery teacher ought, in the interest of the girls, to be constantly preaching the gospel of soup and broth, and passing lightly over cakes and crumpets; and further, cookery teachers ought to dwell to a greater extent than they do upon the kinds and the preparation of food suitable for the healthy nourishment of infants and growing boys and girls. In this connection I would refer to the report of Miss Crawford, Inspectress of Cookery, printed in the Appendix. Girls' Supplementary Courses. An objectionable Practice. Miss Crawford's report (Appendix).

In concluding this section on Supplementary Courses, I note some points bearing upon it that occur in the reports of the District Inspectors. H. M. Inspector, Mr. J. C. Smith, gives statistics showing that, alike in the number of pupils qualifying, in the number on the roll in Supplementary Courses, and in the number of Certificates of Merit awarded "there has been some progress, but not enough." This, tersely put, is the conclusion to which a consideration of the figures for the Division and for each district points. District Reports. Glasgow District.

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Glasgow Board Schools.

The comparative numbers for the Glasgow Board Schools are, however, from the number and importance of these schools worthy of special mention.

In one respect, namely, in the number who "qualify," the three sets of figures given below show distinct progress year by year: if such progress is continued at the same rate, in a comparatively short time it will be possible to say of these schools that their results are, in this important particular, unexceptionable, for it must be remembered that the school population and the average attendance in these schools is not increasing, or increasing very slowly, while the number of pupils who qualify has been nearly doubled in two years.

GLASGOW BOARD SCHOOLS.

Year.	Number of pupils qualified under Art. 29.	Number Enrolled in Supplementary Courses.	Number of Merit Certificates.
1904	2,341	3 668	695
1905	3,698	4,076	620
1906	4,123	4,252	916

In other respects the figures are not quite so satisfactory, but the points which arise in this connection have already been dealt with for the whole Division, and need not be further insisted on.

Qualifying Examination.

With regard to the Qualifying Examination itself, Mr. Smith remarks that:—

"The policy of leaving the responsibility for the selection of candidates to the Head Master was steadily pursued."

And it is gratifying to find that:—

"On the whole the Head Masters have risen to the occasion, and show judgment and care in the choice of candidates."

Instruction in Supplementary Courses.

Mr. Smith has many interesting comments on the actual instruction in the Supplementary Courses, and from these I quote the following:—

"It has become evident that the transition from the ordinary class reader to continuous reading should not be made *per saltum* in the Supplementary Course, but should begin far earlier." "It is also evident that a foundation for Practical Geometry and Mensuration in the sense of Schedule 6 (ii) can be laid in the Senior Division, if not earlier, in Practical work with ruler and compasses. Practical Geometry, in fact, should be reinstated in the Drawing Schemes for boys, the time required being found (in mixed schools) during the Needlework period; but the Practical Geometry thus reinstated should emphatically not be that series of puzzles which used to be known by that name in the old South Kensington syllabus; it should proceed on the same lines as Schedule 6 (ii), though more slowly, and it should involve the use of the same instruments, not of the round ruler and compasses alone."

Summary of Report.

I summarise the rest of Mr. Smith's report on this subject. The experience of three years of work in these Courses justifies a word of warning in regard to two points.

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(1) The use of text books: freedom from the text book was one great advantage of the Supplementary Course at its institution; text books are now beginning to appear in the classes, they save labour, but they:—

"Correspondingly diminish the force and educative character of the work."

(2) In the teaching of Mathematics, teachers may either make the work too purely empirical—or they may run into developments of Mathematical theory, the practical bearing of which is not clear until a considerably later stage.

The judicious teacher will endeavour to avoid either extreme, remembering that:—

"These boys are leaving school at fourteen, and though we must certainly aim at opening up new vistas, it is also desirable that the purpose of the work so far as it goes should be fairly clear to them."

Lanarkshire.

H.M. Inspector, Mr. Harvey, reports that, while good progress is being made in the Lanarkshire Supplementary Courses, the numbers in attendance are disappointingly small. His apt simile in this connection gives a vivid idea of the state of matters.

A vivid Comparison.

"In fact the progress of the pupils irresistibly reminds one of the procession passing over the bridge in the Vision of Mirza: a goodly throng reach the lowest class in the Senior Division; in the second class there is a scaling off of abnormally dull and backward pupils; then in the first class, age limits, exemption, and medical certificates open trap doors through which a third at least of the class drop, not fully equipped, into the rushing stream of business life. Then the chosen band of the Supplementary struggle on, continually shedding members by the way till there is not more than one-tenth left to reach the close of the curriculum."

It will be observed, however, from the statistical tables that matters are, though bad enough, not quite so bad as this picture presents, since over 15 per cent. of those who qualified in Lanarkshire were last year awarded Certificates of Merit.

Causes of small number of Qualifying Pupils.

Mr. Harvey carefully investigated in one of his schools the causes which led to the small number of presentations at the Qualifying Examination, and, without giving details, it may be said that in addition to some ineffective instruction, and bad health in individual cases, these are found to be "late entry," 'irregular attendance," and "too many exemptions."

Ayrshire.

H.M. Inspector, Mr. Lobban, reports that in Ayrshire the number of Supplementary Courses is increasing, and that there is a marked increase in the number of pupils in attendance. The work done in these classes is valuable and useful, and, in particular, they are everywhere forming among the young people the habit of reading and enjoying good literature. Supplementary Courses are, in populous centres, attached to schools other than Higher Grade Schools, but, in the smaller towns, Higher Grade and Supplementary work is taken concurrently.

"On the other hand it is quite common to find in schools which are not within convenient reach of an Intermediate School not only a Supplementary Course proper, but also suitable provision for pupils who desire instruction in the higher branches. This is a type of school that appeals to me as worthy of special encouragement."

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In connection with this point it has to be remarked that pupils desiring instruction of the type Mr. Lobban refers to here would be best provided for, either by means of Intermediate bursaries from the Secondary Education Committee of the County concerned, enabling them to attend a Higher Grade School, or by an effort being made on the part of the Boards to complete within such schools a curriculum meeting the requirements of the Intermediate Certificate.

Mr. Lobban also refers to the question of centralisation of Supplementary instruction, and he enumerates some of the difficulties of this plan and some of the objections to it. The idea is gaining ground that each school should deal with its own qualified pupils as regards general education, while they should take such special subjects as Manual Instruction and Cookery at a Central School.

Dumfries, &c.

H.M. Inspector, Dr. A. D. Thomson, also reports a gratifying increase in the number of courses in his district, and he speaks of the desirability of establishing courses in Household Management for girls. He gives an account of the use made in connection with the reading of these classes in Dumfries of the Ewart Public Library, from which it would appear that this Institution is giving valuable assistance to education in this matter.

The growth in the number of classes in this district is a satisfactory feature, but it may again be pointed out that the county of Wigtown makes a decidedly poor appearance in this respect.

The Statistics for Wigtown

In this county there are fifty schools, the average roll is 5,856, and the average attendance 4,917, yet only half of the schools have presented any pupils for the Qualifying Examination, and only eight of these schools have provided a Supplementary Course for such pupils. Four or five hundred pupils should have qualified during the past year, but only 263 did so and, in the whole county, only 41 pupils qualified for the award of the Merit Certificate. These figures should receive the careful attention of the school authorities of the county. Together with the statistics of attendance and exemption, they show that Elementary Education in Wigtown lags considerably behind what is found to be quite within the reach of other districts, even less favourably situated.

and Kirkcudbright.

In Kirkcudbright the figures are, in proportion to its population, scarcely more favourable, though there is an increase from 27 to 48 in the number of Merit Certificates issued.

Renfrew and Argyll.

I regret that considerations of space do not permit the quotation in full of H.M. Inspector, Mr. Munro Fraser's, valuable report on the Supplementary instruction of his district. I can only present the main features of it in outline, quoting one or two illustrative passages.

Reading matter for Supplementary Courses.

There is marked progress in the work actually done in these Courses, and the outlook is full of promise. In the important matter of a supply of books for reading at this stage, there is a

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contrast between the two portions of the district. In Renfrew the supply of such material is scanty, and is reluctantly provided; in Argyll no such deficiency is found, thanks to the wise benevolence of Mr. James Coats of Paisley:—

"By his thoughtful generosity Mr. Coats appears to have inaugurated in the Highlands what deserves to be called an intellectual awakening."

Certain defects in connection with home reading are alluded to:— Defects in home reading.

"Of these the most evident is insufficient guidance in the selection of material. The main purpose of the subject is to create a taste for good literature. Books that tickle the emotions, that serve merely to wile away an idle hour, while admissible as a means of relaxation, should not be chosen for examination in school. A very substantial part of the books read at home should consist of works that have stood the test of time."

Another defect is insufficient testing of what is read. After distinguishing the test formal from the test real, Mr. Fraser points out the important fact that:—

"The teacher can so contrive that the final effect, or residual product of a book, shall be an important contribution towards the ultimate end of all education—the formation of character."

Practical work in Geometry is insisted upon "to give backbone to the Commercial Course." The Household Management Courses in Paisley are again mentioned with commendation. Practical Geometry.

HIGHER GRADE SCHOOLS.

The number of Higher Grade Schools in the Division is steadily increasing, and the New Regulations for the Training of Teachers which make the Intermediate Certificate the passport to the Junior Studentship can hardly fail to result in a still further increase. Increase in number of H.G. Schools.

Since the date of last Report, Stonelaw (Rutherglen), Barrhead Public School, The John Neilson Institution, Paisley, and St. Margaret's Covent, Paisley, have been added to the list. Other proposals are, I understand, in contemplation. During the coming session it will probably be found necessary in certain schools, more particularly in Argyllshire, to make arrangements (without according Higher Grade status) by which a course of study may be provided for one or two pupils preparing for the Intermediate Certificate. When the Head Master, or an assistant, either already possesses, or is prepared to take the means of securing the necessary qualifications in Science, Languages, and Drawing, this can be done at less outlay than might be supposed. Tighnabruich Public School, Argyllshire, is a conspicuous instance of what can be accomplished in this direction. It must be distinctly understood, however, that the suggestion applies only to outlying schools—schools in populous districts which have hitherto been carrying on instruction of the "Advanced Department" type under the name of Supplementary Courses, should either make full provision for an Intermediate Course entitling them to Higher Grade status, or send their pupils to the nearest available centre. An Intermediate Curriculum in Outlying Schools.

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Progress in Classification.

Allusion was made in last year's Report to the large number of pupils in the first year of the Higher Grade Course who had no intention of continuing at school beyond the legal age. Considerable progress is being made in *sifting out* this section, and placing them under a separate system of instruction adapted to their needs; but a good deal still remains to be done in this direction. In some cases School Boards, notably that of Govan Parish, while meaning well, are not without blame in the matter of asking parents to give a pledge that they will continue their children in the Higher Grade School for *two* years beyond the qualifying stage. Every effort should be made by Boards and Managers to bring home to parents the fact that the Intermediate Certificate can only be secured by a continuous course of study extending over *three* years.

Staffing where Concurrent H.G. and S.C. Instruction is given.

In cases where a Supplementary Course has been begun concurrently with the first year of the Higher Grade School, it is important that the staff should be so strengthened that the Supplementary Course pupils are taught in the literary part of the Course by their own teachers, and are not suffered to become merely the "fag-end" of the Higher Grade Class.

Subjects of Instruction —English.

Much attention has been devoted to the subject of English in the Higher Grade Schools during the past year, and it is gratifying to be able to report that the teaching, in respect of both method and quality, is steadily improving. In all the Higher Grade Schools well-conceived schemes of Reading have been formulated and graded according to the years of study, and no feature of the teaching of this subject is more pleasing than the large measure of wholesome literature which is being read through by the pupils. It would be over-sanguine to hope that this will, in all cases, result in the development of sound literary taste and permanent delight in the best literature, but that in many instances these effects will follow can hardly be doubted.

Reading of Shakespeare

While the courses both for Home Reading and Class Study are generally very judiciously drawn up, one is sometimes inclined to think that there is a tendency, if such an opinion may be ventured on, to over-do the reading of Shakespeare. There can be no question that every pupil who passes through a three years' course in an Intermediate School should overtake several of the plays, and that he will not have adequately profited by the English Course if he has not, in greater or less measure, imbibed some conception of the supreme greatness of Shakespeare, but the practice, which is not infrequently met with, of allowing the pupils immediately after passing into the lowest class of the Higher Grade School to read even one of the simpler plays, is hardly to be commended.

Necessity for close study of prose Models.

Attention has been drawn to this practice of beginning the study of Shakespeare at too early a stage on account of its bearing upon another point to which reference has to be made. There can be no doubt that the careful, systematic study of expression, and of the classical prose models that represent the

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forms of it required for modern life, is not yet receiving the attention in the schools which it certainly merits, and, with a view to this, it is not to the English of the Elizabethan writers, however valuable a literary element this may be in the later stages of study, that a teacher should turn. Aids in this direction must rather be sought in minute study of some examples of the clear and powerful prose of the great essayists.

Composition.

The practice of Composition is not by any means as frequent in most of the schools as it ought to be. On inquiry it is generally found that only one composition exercise is done per week, and very frequently this one exercise is varied by "a paraphrase"—a most unfruitful method to adopt in the Junior Classes. When the desirability of more frequent practice is urged one is generally met with the difficulty the teacher has in finding time for correction. It may at once be conceded that one weekly exercise should be returned to the pupil carefully marked and criticised; but very valuable work may be done by the teacher selecting and commenting upon types of exercises, and an added value would accrue were the teacher, from time to time, to write out a model exercise embodying the various points alluded to in the critical remarks made to the class.

The "Essay."

Generally there is a too exclusive use of the "Essay" form. The pupils are cramped by the necessity, often imposed on them by the teacher, of filling up a given outline. For this reason they refrain from the natural and spontaneous expression of their thoughts and write in the most formal and stilted style. In some instances the subjects chosen for "essays" are so remote from their ordinary experience and thoughts that they fly, not only for information, which is legitimate, but for language, which is disastrous, to the pages of the nearest encyclopædia.

Other forms of Composition.

In the past session, however, other literary forms have been employed in many of the best schools. The dialogue is an unfailing means of securing natural and simple English, and it readily lends itself to the cultivation of fancy, imagination, and humour. Verse is seldom attempted, but in a few schools where there is a school magazine, efforts in this direction are not altogether lacking. Blank verse might easily be made a useful exercise in Composition in the highest class, and one would like to see experiments in this direction.

Imitation of the style of the prose authors studied is seldom attempted, but in one instance, at least, surprisingly good work of this kind has been done.

Teacher's Qualifications.

Above everything, the teaching of English must be sympathetic. The teacher who is to succeed in imbuing his pupils with a love of literature must himself love it. He, as a matter of course, should be familiar with the leading masterpieces of the various periods. The course of Reading he has drawn up for his class need not, as it sometimes is, be too extensive, but every book within its limits ought to be read by the teacher in such a way as to enable him to determine by *rapid oral examination* the extent of the pupil's knowledge of the books they have read.

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School Libraries.

The importance, or rather the absolute necessity, of a school library in connection with the teaching of this subject is now well understood. Many schools are well equipped with reference and with lending libraries, but many still lack both. There should, in every case, be a teachers' library, or at least a teachers' section of the library, containing the best modern works on Method in relation to the various School Subjects; and, in connection with English particularly, this section of the library should contain, in addition to the ordinary works of reference, some of the standard books on the historical phases of the language.

A Teachers' Section.

Teaching of French.

Beyond these general remarks I do not propose to enter further on the English studies of the Higher Grade Schools. On the other hand, I would offer as the result of a year's added experience some suggestions with regard to the teaching of French in these schools. Before doing so, however, as the matter is of special importance in Language teaching, I may be allowed to state my strong opinion that it would be a decided advantage to have the written part of the Leaving Certificate Examination over about Easter. This would allow doubtful cases to be thoroughly investigated, and it would help to eradicate the notion, common among teachers, that the written examination is paramount. On this point the sound view is that of Your Lordships' Circular No. C. 402. It is there stated that:—

Proposed Easter Examination.

Department's Circular C. 402.

"The written papers, the value of which is incidental only, are too often regarded as things by themselves—a purely external test, the real function of which is to bring artificial pressure to bear on teachers and on individual pupils—with the result that this portion of the examination inevitably tends to assume a greatly exaggerated importance. As a matter of fact the Department's aim is so to organise the system as to secure both a trustworthy record of a pupil's actual attainments in certain definite branches of study and also a reasoned verdict on his general ability and on the manner in which he has acquitted himself all through his curriculum."

Languages Studied.

In the Higher Grade Schools the languages other than English which are studied are practically coming to be French and Latin. The study of German is steadily decreasing—not, to any large extent, through inability on the part of the teachers to undertake it, but mainly through the impossibility of profitably overtaking more than two languages.

French:—Qualification of Teachers.

The qualifications of the teachers of French are, on the whole, satisfactory, the general level of this year comparing favourably with that of last. Last session there were a few who were obviously not efficient and who were in consequence removed from teaching the subject. This year, however, there was only one of whom it could be said that he was evidently incompetent to do work of any kind in French. This does not mean that there are not many teachers whose qualifications might not with advantage be considerably improved, especially in the larger city schools: the very number of teachers who sometimes take part in the French work in these schools shows that they cannot all know it really well. Numbers of the less perfectly trained teachers in the Glasgow district and in Ayrshire have derived considerable profit from the institution of Art. 91 (d) classes.

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Besides improving the teacher's knowledge these classes have stimulated his interest and have given him a new view of the subject. Attendance at them has also led to his taking holiday courses in France where the preliminary training received at these classes has enabled him to profit more fully than he otherwise would have done from the foreign lectures. Such Classes have also been of especial benefit to the teachers of the Junior Classes in French in large schools. The importance of thoroughly skilled work at the initiatory stage of language teaching is being more and more realised, and Head Masters, therefore, naturally pay more attention, when receiving additions to their staff, to a teacher's special qualifications in particular subjects.

Assistants.

The teaching staff in some of the Boards of the Western Division was strengthened last session by the addition of French Assistants. It is too early to speak with assurance on the effect of this experiment, but there is every reason to believe that the assistant will prove helpful to the regular teacher in various ways. The conditions of the case clearly indicate that his work ought to be with the most advanced classes. His influence will only tell properly on those who have been prepared to profit by it by the good work they have done and continue to do with the regular teacher.

Pronunciation and Phonetics.

There has been a considerable improvement in Pronunciation. Distinctness of enunciation is insisted on, and the importance of getting rid, in French reading, of the strong English stress accent is now generally felt. Individual sounds receive in most cases increasing attention. Phonetics are usefully employed in a number of schools as an aid to the teaching of Pronunciation. In the absence of scientific drilling in Phonetics devices borrowed from the science are very generally resorted to in dealing with particularly difficult sounds. A corresponding improvement has taken place in Audition. There are now very few schools in in which even junior pupils cannot translate readily by ear passages read out from the books they profess. A year or two ago such inability was not uncommon, though in the better schools, needless to say, one-sided training of this kind had no place. As it is, regular exercises in Dictation ensure a fair degree of training for the ear, even in cases where, from diffidence, or want of initiative on the part of the teacher, the oral side of the work is prevented from reaching its full development.

Composition: — Methods.

The method of teaching Composition has recently undergone considerable modification. The prose version or translation of a piece of English into French, with the aid of a dictionary or vocabulary, was the method universally adopted. It was, in fact, the classical version transferred intact to a field where, in its actual form, it was somewhat out of place. None of the difficulties with which this form of exercise is beset in classics, even for the most gifted pupils, were lessened in the process of transference. Pupils who had been only two years in French were often taught composition by means of text-books composed of passages taken

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from the most difficult English authors. This objectionable method was, no doubt, in the last resort, the product of unreasoning tradition, though it was also, to some extent, supported by the style of paper usually set in most written examinations. The recent marked change in the Leaving Certificate papers has been followed, though in many schools at a certain distance, by a corresponding change in the methods by which the pupils are taught to handle the language. The kind of exercise now generally set is much simpler. The more conservative teachers, even if they do not fully realise the unprofitable character of the difficulties in the kind of exercise formerly in vogue, at least perceive that these are no longer required, and set something different and better suited to the needs of the pupils.

The newer Method.

At this point, one or two remarks may be made with regard to the newer method, which, in a greater or less degree, and in varying forms, has already taken root in most of our schools. The essential characteristic of this method is its *immediacy*. The scholar is brought much more directly into contact with the language. From the first his attention is concentrated on the actual concrete material of speech. Moreover, though English is at no stage pedantically excluded, and may, indeed, in the earlier stages, be very freely employed, it is, or should be, not the English, but the French sounds and forms that fill the foreground of the pupil's mind. The practice of getting beginners to make simple statements about images and objects within their reach is one of the most obvious embodiments of this point of view. More or less continuous talk in French on the subject matter, and in the language furnished by a suitable text, is a natural development of this practice. The exercise admits of being applied in various forms and in varying degrees according to the judgment and knowledge of the teacher, the attainments of the pupils, and the nature of the text selected. The following is an example of the practice as it is carried out in one school. A page or so of French is prepared at home in the usual way by the pupils. In school, after reading and necessary explanations, the passage is gone over in detail by means of question and answer; next, bits of it are taken and the sense of these reproduced piecemeal, in a more or less consecutive form by the class; finally, when time permits, the class write a summary of the passage. Such a method pursued in the ordinary course of school work yields excellent results.

An example of its use.

What this Method implies.

This method implies a distinct recognition of the underlying unity of the various processes, viz., Grammar, Composition, Reading, etc., involved in learning a language. The true nature of the distinctions between each of these processes and the others are obscured by a method under which they are treated as separate, and, for an indefinite period, as mutually exclusive entities. The newer system certainly seems to offer better guarantees for steady progress than one in which different things are taken up or dropped according to a fixed succession of periods and set lessons.

Choice of text-books.

The choice of appropriate texts is an important factor in the successful application of the method described. It is being more

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and more realised that there is much to be learned from even the simplest French books. It is seen that for ordinary pupils comparatively simple texts afford a more profitable field of study than hard ones. Anomalies like setting difficult extracts from Théophile Gautier in a second year class, which were met with a year or two ago, have practically disappeared, and the general tendency is in the opposite direction.

Oral work.

In Oral Composition it is found to be an advantageous practice to continue for a second year the reader which had been gone over and finished in the first, using it collaterally with another and more difficult book not previously studied. In this way the pupil is able to turn to account with a minimum of effort terms and phrases which would otherwise have slipped inertly into the background of memory.

Methods for beginners.

In the case of beginners, methods will obviously vary with their age. Pupils from 9 to 10 years of age might, it is clear, be advantageously taught by methods which would be less profitable for pupils of more developed intelligence. For example, time is not infrequently lost by unduly confining beginners of from 12 to 14 years of age to wall-picture work and to text-books drawn up in view of these pictures. More might be done, and done equally well, by beginning them at once with a simple reader.

Repetition of Poetry.

Neither should it be forgotten that poetry learned by heart can be turned to good account. Representing a known vocabulary and complete sentences ready to hand, it can be usefully employed however slight the amount, for practice in various kinds of statement, or for illustrating points connected with Pronunciation, Grammar, and Syntax. In senior classes, pieces known by heart can and do frequently serve as subjects for profitable exercises in Paraphrasing.

Free Composition.

Composition on the basis of given matter in French, whether in its looser oral or in its compacter written form, leads up naturally to free composition, *i.e.*, the Essay. The French Essay is a frequent, though by no means universal, exercise in the senior classes of schools. It is one which admits of further development and improvement, being at present too often either meagre, or formless and redundant. Improvement is certain to ensue as the newer methods become more general and take firmer hold in the schools. A more satisfactory degree of proficiency in this respect might also be attained if the pupils in the earlier stages were furnished with the main heads of the essay on the model of the question set in the Leaving Certificate paper of this year. The idea seems a sound one, and might, I am sure, be adopted with much profit in the schools, as indeed it is certain to be, having once appeared in the Leaving Certificate paper. Hitherto it does not seem to have occurred to the teachers, composition of this kind finding but little place in the schools.

Grammar.

Grammar is now generally taught in a much more sensible and natural way than formerly. The inductive method is very

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commonly employed, and, it is probably safe to say, with increasing conviction of its value. The introduction of text-books drawn up on enlightened and natural lines has been a great help. There is no doubt, however, that irregular verbs, genders, rules of syntax, etc., are being more and more observed and noted primarily in the course of reading, the grammar book coming in the second place as a means of verifying and completing what is already more or less known. A number of the more enterprising and successful teachers seem to make use of no text-book or, at any rate, to cease to employ it after the first year.

Study of German.

As has been already indicated the study of German is decreasing in the Higher Grade Schools. This is, for some reasons, to be regretted, but it cannot, as matters stand, be regarded as anything but unavoidable. The small classes in this subject are usually well taught, but probably the traditional methods of taking Grammar and Syntax first, Reading, Composition, and Speaking last, are relatively more prevalent in connection with this language than in the French classes. There is a reason for this in the subject itself, for the language presents for beginners more grammatical and fewer phonetic difficulties than French. Nevertheless where the teacher has a sufficient command of the language and a sufficient knowledge of the newer methods, it is found that very successful oral and written work can be done by means of the latter. In many classes a very pleasing feature of the work is the repetition of German poetry and the singing of German songs. Simple reading books are also coming into common use in the junior classes, and in some of the senior sections a large amount of very satisfactory work is done in Reading and Composition.

Study of Latin.

The Latin teaching in the Higher Grade Schools goes into two broad divisions. First of all there are the pupils who intend to become teachers of primary subjects: in their case it might be well if only one language, *e.g.*, French, were attempted, any Latin to be done by them being taken as an aid to their English studies. For such pupils the study of a simple primer might be enough.

On the other hand there is the case of pupils preparing for the University. For them the study of Latin must, from the first, be a serious one. In their case French would require to be relegated to a subordinate position, and after two years Latin and French the latter might require to be dropped and Greek begun. The weak point in the teaching of Latin is that its beginnings are often entrusted to teachers whose attainments in the language are insufficient. In Latin, as in modern languages, skilful and enlightened teaching in the early stages is essential to real progress at a later period.

Mathematics, Science, Drawing:—H.M. Inspector, *Mr. F. W. Young's* Report.

The Mathematical and Scientific side of the instruction in the Higher Grade Schools, as well as the work in Drawing, have been throughout the session in charge of H.M. Inspector, Mr. F. W. Young, whose report on this part of the work is in place here:—

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Mathematics.

Result of Modern Methods.

The introduction of modern methods into the teaching of Mathematics has resulted in increased interest in much of the work. This has been the case more particularly with girls for whom the study of Euclid, as a rule, presented few attractions. What has been hitherto meaningless in Geometry to many pupils, is now made plain by the practical section of the work wherever this has been properly correlated with theory.

Practical work :— Solid Geometry Algebra.

In a few of the schools practical exercises have been developed to aid in the teaching of Solid Geometry. The advantage of this is obvious, and it should now become more generally adopted.

Algebra has also benefited materially by the introduction of graphical studies. These have now become general, although there is still in some quarters an inclination to delay their treatment until too late in the session to be of effective service to the pupils.

Arithmetic.

In Arithmetic the schools generally are falling well into line. More attention is now being paid to securing a more intelligent appreciation of the processes involved and to the generalisation of principles so as to aid the scholars to pass more easily from Arithmetic to Algebra. In so doing accuracy of computation must continue to be rigorously insisted on.

Both the style and method of written work have greatly improved in recent years.

Science.

The Course in Science.

The course of Science at present being generally followed embraces as a general rule :—

(1) Measurements of length, areas, and volumes.

(2) The elements of Hydrostatics, Heat, Light, and Elementary Chemistry, and where more than three hours per week is devoted to Science, or where a fourth or fifth years' work is taken up, Magnetism and Electricity. Too often, however, the later studies in Magnetism and Electricity are entered upon with insufficient Mathematical knowledge and without the necessary preliminary acquaintance with Dynamics, upon which they so largely depend. The result of this is never satisfactory. Some parts of the earlier work, *e.g.*, measurements of lengths and areas, are now very commonly overtaken in lessons in practical mathematics, so that the necessity of this work being continued in the laboratory is steadily disappearing.

In a few of the schools rather more ground is sought to be covered than the time allotted to the subject would warrant if the work is to be thoroughly done. This however is being steadily remedied by a fuller experience of the work.

Inadequate Discussion of Experiments.

Inadequate discussion of experimental exercises is another evil which has to be striven against. Unless frequent opportunities are afforded for conference on class results, divergences, and conclusions, the work degenerates into a series of isolated operations in which the pupils have been found, not only without grasp of any relations, but showing a lack of knowledge of the units in use and an imperfect understanding of the constants they have been seeking to determine.

Laboratory Accommodation and Equipment.

The laboratory accommodation and equipment are generally quite adequate. Since last report thirteen new laboratories have come into use in the Western Division, some of them having been liberally and admirably fitted for effective and practical work. In a few cases where somewhat temporary provision was made two or three years ago, the need for extension is fast becoming imperative owing to the increase in the number of pupils, and is now receiving consideration.

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Among the places where new and ample accommodation for science teaching has recently been provided may be mentioned the Higher Grade Schools of Helensburgh and Girvan. Instances where such accommodation is at present markedly inadequate are to be found in Langholm, Annan, Castle Douglas, and Coatbridge Higher Grade Schools.

Drawing.

Improvement in Drawing.

An improvement in the general character of the work is reflected in the higher percentage of passes obtained at the Leaving Certificate Examination in almost all the schools in the Western Division this session.

This increase is not an index to be entirely depended upon, being a result of the improvement conjoined with, at least, two other causes of considerable importance. The first of these is the fact that in a number of schools, perhaps about one-half of those seen, the teachers have more carefully than heretofore selected the students for presentation, withholding all who, in their opinion, had not done work equal to the standard required; and the second is the fact that, in some respects, the nature of the work has been appreciably changed.

With less insistence on absolutely accurate drawing, more variety has been obtained. That is to say, tone, textures, light and shade, and colour all enter more largely now into the work produced in the best schools, and attention to these qualities is also found in a modified degree even in the schools where the drawing is not specially strong. The work is more diversified in character, and at present there is little reason to fear its falling into grooves and tending to become stereotyped.

Classes for Teachers.

(Formerly under Art. 91 (d) of the Code; now under Art. 55 of the Regulations.)

With regard to these classes H.M. Inspector, Mr. F W. Young, reports as follows:—

Classes under Art. 91 (d) of the Code.

"Classes for the further instruction of teachers under Art. 91 (d) of the Code continue to be a very successful and advantageous feature of Science and Art work in the Western Division."

The following is a detailed tabular statement of the numbers enrolled in the different years of study in:—

(1) Drawing, including Clay Modelling and Cardboard Modelling.

(2) Experimental Science.

(3) Natural Science.

(4) Woodwork.

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1.—DRAWING.

		Nos. enrolled.		
		1st Yr.	2nd Yr.	3rd Yr.
Ayr, Ayr Academy		29	25	—
Kilmarnock Academy		17	—	—
Dumbarton, Dumbarton (B) Academy		5	10	5
Lanark (County), Airdrie Academy		13	16	15
"	Hamilton Academy	14	25	20
"	Lanark Grammar School	15	17	—
Lanark (Glasgow), Glasgow School of Art		40	55	182
(Lanark County Council) do.	do.	34	51	110
"	Adelphi Terrace P. School	46	—	—
"	Kent Road P. School	114	—	—
"	Provanside P. School*	53	—	—
"	Do. do.†	41	—	—
"	Pupil Teachers' Institute‡	115	110	—
"	Whitehill P. School	—	29	—
"	Our Lady and St. Francis	22	9	—
Renfrew	Paisley Technical College School of Art	9	7	—
"	Paisley St. Margaret's Convent	21	25	—
		588	382	334
		Grand Total, 1,304.		

* Drawing and Clay Modelling.

† Free Drawing and Brushwork.

‡ Drawing and Cardboard Modelling.

2.—EXPERIMENTAL SCIENCE.

		Nos. enrolled.		
		1st Yr.	2nd Yr.	3rd Yr.
Lanark (Glasgow), Anderson's College Medical School		23	—	—
"	Our Lady and St. Francis	18	20	11
"	R. C. Training College	28	—	—
"	West of Scotland Tech. Coll.*	12	—	—
"	Woodside P. School	14	9	10
Renfrew	Paisley St. Margaret's Convent	17	—	—
		112	34	21
		Grand Total, 167.		

* Holiday Course.

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3.—NATURAL SCIENCE.

	Nos. enrolled.		
	1st Yr.	2nd Yr.	3rd Yr.
Bute, Millport Marine Biological Station, Botany	13	—	—
Bute, Millport Marine Biological Station, Zoology	7	10	6
	20	10	6
	Total, 36.		

4.—WOODWORK.

	Nos. enrolled.		
	1st Yr.	2nd Yr.	3rd Yr.
Lanark (County), Hamilton Academy	11	2	—
Renfrew - Greenock, Holmscroft, H.G.	13	—	—
	24	2	—
	Total, 26		

8 took only Cardboard Modelling.

Standard of Attainment. Under well qualified and skilful instruction, the work in the different subjects has been worthily maintained at the high standard of attainment favourably reported on in previous years. Substantial progress has been made in all the classes by the teacher-students who have, often at very considerable sacrifices of well-earned leisure, availed themselves of the opportunities provided.

Numbers in Attendance. The number in attendance at second and subsequent years of the courses affords good evidence of continued and serious study on their part, and the fact that 109 Public School Teachers' Drawing Diplomas of the School of Art and 49 Diploma endorsements were granted in the highest stage at the end of the session sufficiently testifies to successful labour.

Change in Administration. In terms of Art. 55 of the Regulations for the Training of Teachers, these classes have now passed into the management of the Provincial Committee for the West of Scotland. Satisfactory arrangements have already been made for the continuance of this work, under very similar conditions to those which have hitherto prevailed.

Local Authorities. This work in recent years has been promoted and supported by different local authorities, notably by the Lanark and Ayr County Technical Education Committees, Glasgow School Board, Glasgow School of Art, Technical College, the R. C. Training College, to whom considerable credit is due for the encouragement which has been given to Drawing and Nature Study in Elementary Schools.

The great improvement, effected in the Drawing of schools generally, is a direct result of the encouragement given to the subject in these 91 (d) classes.

H.M.I. Mr. Lobban reports as follows :—

Ayrshire. Classes for Teachers. "Elementary and advanced classes in French and Drawing were conducted under the auspices of the County Committee. The attendance at the various classes was large and regular. Five of the students in the

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Advanced French Class received grants of £10 each to help to defray the expenses of residence and study abroad. The county is well repaid for its outlay in connection with these classes by the improvement which is apparent in the teaching of both Drawing and French."

Position of these classes in the General System.

While these classes have during the past few years been of the utmost value to teachers and to educational progress in the Division, it must be borne in mind that their position in the general system is somewhat analogous to that of Division I. classes in the Continuation system—they are intended to supply the inevitable deficiencies of a transition period—and the best indication of real progress would be their gradual diminution in number and importance. This should be arrived at through the extinction for lack of the necessary material of the more elementary classes: the advanced classes might, and it is hoped will, have a more prolonged existence, but even they will in the course of the natural development of the Training system gradually cease to be necessary either for training or for instruction.

A Suggestion: Class in Educational Method.

One kind of class for teachers which is perhaps more necessary than any other has, so far as I know, never been attempted. I mean a course on modern Educational Methods, including the necessary fundamental instruction in modern psychology and child study.

Concluding remarks.

In bringing this Report to a close, I should like to remark that, while much of it is occupied in pointing out defects, more especially so far as the *machinery* of education is concerned, my distinct feeling is not only that the year with which the Report is concerned has been one of progress, but that the general outlook seems to indicate that the progress will be continuous, and that it will go on at an accelerated rate.

Public interest in education is steadily growing: the whole conception of what education means is widening; more especially is it coming home to the public mind that much of our past effort has been wasted owing to inadequate views as to the necessity of basing our educational processes on a sound physical foundation, a view which it may be hoped will find at an early date expression in legalised medical inspection of school premises and children; further, teachers, as is evident from the discussions being held all over the country, are revising their methods and coming to a clearer apprehension of the fact, that, to be sound, such methods must be evolved from a careful study of the growing child, and that, in its widest and truest sense, education implies, not merely a sharpening of the purely intellectual faculties, but an all round development of the whole nature.

I wish, in conclusion, to express, what indeed is evident throughout the Report, how much I have been indebted to my colleagues for their full and very instructive accounts of the work being done in their respective districts, and I specially desire to

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express my obligation for the very valuable assistance given me by Mr. William Menzies and Mr. J. H. Murray, Junior Inspectors, in connection with the compilation of this Report.

I have the honour to be,

MY LORDS,

Your Lordship's obedient Servant,

A. R. ANDREW.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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APPENDIX TO GENERAL REPORT, 1906.

WESTERN DIVISION.

Report on Cookery by Miss Crawford, Inspectress.

During the past session 47 centres in this Division have been visited. As far as possible these visits were spread over each district. This, however, represents but a fraction of the number of classes throughout the Division.

The extent to which this subject is taught varies considerably. In some districts it is considered to be essential, while in others it is regarded as an unnecessary addition to the school curriculum.

In Lanarkshire district, particularly in the City of Glasgow, Cookery is more generally taught than in any other district in Scotland. The work in Glasgow increases year by year. General efficiency has likewise increased, and uniformity in method, and improvement in management become more apparent at each successive visit. Many of the teachers employed by this Board are most competent, and spare themselves no trouble to render the instruction of the greatest practical use to the pupils. The class rooms are kept in splendid order, their brightness and cleanliness alone are examples to the girls, and will do much, I have no doubt, to inspire them to cultivate such qualities in their own homes. The uniform schemes of work adopted by the Board give satisfaction, and are fairly well carried out by the teachers. The objectionable practice of cooking what will "sell" best is almost eradicated, though occasionally young teachers diverge, and give what they term something "nice" to cook.

The methods of cooking taught by some of the young teachers are often not commendable, and it would be well if those still inexperienced in the work would frequent the training school for further insight, help, or advice on such matters. Generally, however, the work in the city schools schools is of a high standard and calls for commendation.

In Bute County the principal centre is Rothesay, where good work is carried on. A new class has been opened at Millport and successful work is anticipated.

In Dumbarton District the classes are fairly numerous, but few of them have been visited during the past session.

In Ayrshire and the Southern Districts Cookery is taught in most of the Elementary Schools of the larger towns and in quite a large number of smaller schools in the outlying districts. Many of these classes are seasonal, but good work is being done, and the girls are keenly interested in the lessons. New class rooms or reconstruction of class rooms have been recommended in several cases, the carrying out of which remains to be seen.

Renfrew and Argyll districts have centres in all the large towns. A commodious and well equipped room has been provided at Lochwinnoch Public School.

The work progresses satisfactorily at Greenock and Paisley. The classes in Housewifery initiated at the latter place two years ago are carried on with much success. The new centre attached to Paisley South Road Public School is admirable in every respect, and quite a large number of pupils are daily being instructed here in all branches of Household Management.

The provision of a suitable centre in Port Glasgow is meantime receiving consideration by the Board, and it is hoped that something definite will be carried into effect at an early date.

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The number of Cookery classes throughout this entire Division is very large and I regret to add that, owing to the calls on my time, many of them have never yet received a visit.

Laundry Work.

In Glasgow Schools this subject is more generally taught than in any other district in Scotland. The instruction is usually given previous to, or as part of, the Household Management Course, and, as a rule, the lessons are much enjoyed by the pupils. The classrooms are well equipped, the teachers are capable, and nothing has been spared by the Board to make the lessons of real practical use to the pupils.

In many of the other populous towns a few classes exist, but in the smaller and rural districts the popularity of the subject has not increased to any appreciable extent.

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GENERAL REPORT *for the Year* 1906 *by* G. DUNN, ESQ., M.A., LL.D., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTHERN DIVISION OF SCOTLAND.

Edinburgh, 31st December, 1906.

MY LORDS,—

I have the honour to submit my Report on the schools in the Northern Division of Scotland.

Some changes in the administration and staffing of the Northern Division have resulted from the retirement of my esteemed predecessor Mr. Boyd. The Highland Section of the Division has been constituted a separate and independent Division under Mr. J. L. Robertson as Chief Inspector. Mr. T. B. M. Lamb, Junior Inspector, has been transferred to the Lanark District, and his place has been taken by Mr. S. F. H. Mackay, Ph.D., Junior Inspector. No further change has taken place in the staffing of the Division.

As I have not yet had an opportunity of making myself personally acquainted with the educational arrangements and the condition of the schools in the Northern Division, I have had mainly to depend upon the information supplied by my colleagues in their several reports.

A.—SCHOOL ACCOMMODATION.

Aberdeen City.

In general the supply of accommodation appears to keep pace with the requirements. A new school has been erected at Sunnybank, and both St. Clement Street and Victoria Road Schools have been enlarged to such an extent as virtually to make them new schools. A new school is in process of erection at Ruthrieston.

Aberdeen County.

New schools have been established at New Deer, Peterhead, Blackhills and Strathdon, while large extensions have been made in connection with Peterhead Central Public School, Kemnay Higher Grade, and Monquhitter Public School. An additional class-room has been provided for King Edward Public School, Udny Pitmedden Public School, and Kininmonth Ballearn Public School. Plans for the erection of new schools at Monymusk and Old Deer are being considered. At Leslie no steps have yet been taken. Extensions of Badenscoth and Peterculter Craigton Schools are either in progress or in immediate contemplation. Extensions are recognised as desirable in connection with Ellon Higher Grade, Methlick, Cruden Hatton Public Schools; but the Board is not yet prepared to extend Alford Public School.

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Kincardineshire. An extension is in progress at Banchory Public School. The resolution to enlarge Fordoun Public School has been rescinded.

Orkney. The Infant room at Pierowall Public School has been enlarged, and the Stronsay School Board has decided to open a School at Rothiesholm.

Shetland. A new school has been provided by the Lerwick School Board at Hamnavoe. Additional school accommodation appears to be required at East Burrafirth, Virki, and Levenwick; a new school at Delting Olnafirth appears to be required; and the Lerwick Infant School is unsuitable and overcrowded.

General defects. In not a few schools teachers' rooms and shelter-sheds are required, and both the water supply and the state of the offices are not infrequently defective. The most serious defect in the country schools is the want of accommodation and equipment for practical work in connection with Schedule VI.

South Forfarshire, Dundee. While no actual addition has been made to the public school accommodation in Dundee there has been distinct progress made towards adapting the school supply to modern requirements. In the Lochee district a large extension of the Ancrum Road School is nearly completed. A site for a new school in the east end of the city has been acquired, but the plans were for some time held in abeyance till the Board came to a decision regarding the distinctive character of the proposed school. The Board ultimately decided on the establishment of a central Supplementary Course School for the district, making provision for the Commercial, Industrial, and Household Management Courses. Mr. Wattie strongly supports this proposal on grounds which may be thus summarised. Such a policy will dispense with the separate Housewifery Centres at Caldrum Street and Constable Street; it will relieve the congestion in the neighbouring schools, particularly Glebelands and Victoria Road Schools; and finally the concentration of the supplementary course pupils will facilitate appropriate classification and conduce to more efficient instruction. The plans for this new school are very complete and well-considered, as regards both the ordinary class-rooms and the special accommodation and equipment required for Manual Training and Housewifery. The Board is, however, confronted with serious problems of school supply in other parts of the city. The premises of Balfour Street School, and to an approximate degree Brown Street School, are by no means satisfactory. At the same time the demand for Secondary Education is taxing to the utmost the accommodation at the Harris Academy. In many of the schools likewise the disproportionate size of the class-rooms, the insufficiency of cloak-room accommodation, and the diversion of class-rooms from their original purpose have created difficulties, with which, however, the Board is endeavouring to cope. Mr. Wattie speaks in high terms of the enlightened interest which the Managers of Roman Catholic Schools take in the adaptation of their schools to modern requirements. He refers to the very satisfactory extension and equipment of St. Mary's Roman Catholic School. In St. Margaret's and St. Salvador's Episcopal

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Schools minor alterations have been carried out; but Mr. Wattie regrets that more thorough-going improvements have not yet been effected in some of the Episcopal Schools.

South Forfarshire District.

Mr Wattie points out that the need for structural alterations in the district schools proceeds in most cases rather from the widened conceptions of educational requirements than from the increase of the population, which for the most part is confined to Carnoustie and Monifieth. At Carnoustie last session a new wing was opened for the accommodation of the Infant Division, and plans on the central hall principle have been submitted for the enlargement and partial reconstruction of Monifieth Public School. In a large number of the smaller rural schools alterations have been rendered necessary by the appointment of assistants under the recent General Aid Grant minutes.

As examples of this tendency Kettins and Newtyle Schools are mentioned, where sliding partitions have been introduced to form separate class-rooms. The Tealing School Board also has prepared plans for a similar purpose. Advantage has been taken of such structural alterations to effect minor improvements, such as re flooring the class-rooms, introducing dual desks and providing a better system of ventilation. The condition of the school accommodation in the burgh of Forfar is receiving the careful consideration of the Board, and, as preliminary measures, the extension of the East School and of the Academy has been provided for. Mr. Wattie concludes his very circumstantial statement on this subject with the following observation:

> "On the whole the school supply of the district is fairly adequate; and, where there are evident deficiencies, the managers show as a rule a commendable readiness to meet any suggestions made for their remedy."

Mr. McKechnie's District, Nairn, Elgin.

Mr. McKechnie's district has been signalised by very great activity on the part of Boards and Managers in improving the accommodation, the equipment and the comfort of the schools. This is all the more meritorious and encouraging in view of the fact, that, as a rule, the aggregate accommodation is adequate, and the defects mainly consist of the awkward size and bad distribution of the class-rooms, insufficient floor space, the inconvenience of the desks, the absence of shelter-sheds, etc. He points out that many defects are due to the employment of unskilled and inexperienced artisans, and regrets that improvements are more generally due to the intervention of the inspector than to the spontaneous action of the managers and teachers. The cases at Boyndie and Ternemny Schools, referred to in last year's Blue-book, have entered on a new phase. As regards the former, the solution of the problem appears to be uncertain; as regards Ternemny School, the difficulty has been *pro tanto* met by the expulsion of the children belonging to Grange parish, and the Grange Board have found accommodation for them at Sillyearn. The Nairn Burgh School Board has decided to build a new school to take the place of the present building in Church Street. A new school is being erected at Badcaul in Little Lochbroom. The old school at Rothes has been reconstructed so as virtually to make it a new building. A new

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Infant School has been opened at Portessie. Extensions and improvements have been carried into effect at Burgie, Hilton, Sheilburn, Glenlivet, Archiestown and Ferness. Mr. McKechnie furnishes a copious list of schools in which minor improvements have been effected by the provision of cloak rooms, shelter-sheds, lavatories, modern desks, water supply, etc. This list amply justifies his cordial recognition of the energy and enterprise of the Boards, to which, without doubt, his own personal influence and stimulus have largely contributed.

Morayshire. Among schools in which structural improvements are desirable are mentioned Garmouth, Speymouth and Cromdale.

Banffshire. Extensions are contemplated at Buckie Higher Grade, Findochty, Portgordon and Cornhill Public Schools, and the whole question of accommodation at Fordyce and Portsoy is under consideration. It is proposed to extend the Orphanage School at Aberlour. Improvements in connection with the Episcopal School at Aberchirder are indicated as necessary; and the problem of school supply at Macduff is being considered.

Mr. Macdonald's District. In Mr. Macdonald's district the accommodation is in many schools in excess of the attendance, owing to a decreasing population, and it is only in Wick, Tain, and the island of Barra that the managers have had to face the problem of providing additional accommodation. In Wick, where the increase of the population is very marked, it had been originally expected that the enlargement of the North School would have met the exigencies of the case, but owing to the overcrowding at Pulteneytown Academy, it has been found that more comprehensive measures will be necessary. At Dingwall and Bonar Bridge new Infant rooms are being built, and an excellent addition has been made to Scourie Public School. The new school at Strathnaver has been put upon the Annual Grant List, while two Schools under the Rosskeen Board have been discontinued. Mr. Macdonald regrets that nothing has yet been done to improve Gersa Parish School.

The Sanitation of the Schools in Mr. Macdonald's District. Mr. Macdonald continued last session his investigation into the sanitary condition of the schools in his district. Accompanied by Dr. Dick, Medical Officer of Health for Caithness and Sutherland, he visited all the rural schools in Caithness for this purpose. The points considered were (1) The general condition of the school buildings, (2) Ventilation and lighting, (3) Heating (4) Cloak-room accommodation, (5) Cleanliness of the premises and arrangements for cleaning, (6) Suitability of seats and desks, (7) Structure and sanitary condition of the offices, (8) Water supply. Dr. Dick's strictures, as the result of this tour of inspection, apply with special severity to the cloak-room accommodation and to the construction and condition of the offices. The water supply also is in not a few schools extremely defective. Mr. Macdonald mentions the schools in the parishes of Bower, Canisbay, Halkirk, Keiss and Latheron, as open to serious objection in this respect. Such an investigation as that instituted by Mr. Macdonald cannot fail to be most profitable, and there is

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little reason to surmise that it is superfluous in any district. In most rural schools, it is to be feared that the regular and frequent scrubbing of the floors is quite exceptional. The offices also are too frequently repugnant to every conception of cleanliness and decency. It is very desirable that the teachers should from time to time examine the offices and see that they are provided with the requisite accessories. In many cases the arrangements are so primitive and physiologically so absurd that the older pupils, particularly the girls, are unable to use the offices at all. As it is difficult to make a detailed statement on such a subject in an official report, it is very desirable that a sanitary visit of inspection, such as that described by Mr. Macdonald, should be made for the explicit purpose of discovering defects and of impressing upon School Boards and Managers the hygienic importance of the subject.

Mr. Robertson's District.

In Mr. Robertson's district considerable activity has been shown in the extension of school accommodation. At Foyers a handsome new school has been erected to meet the expansion of the aluminium industry. The Kingussie Board has arranged for spacious additions to the Higher Grade School and for a new building at Dalwhinnie. At Cromarty a Science annexe is projected. At Mallaig a junior school has been erected. In Skye the Portree Higher Grade School has been provided with a separate building for Science and Manual Instruction. In Skye generally the population is slowly decreasing, while in Lewis the reverse is the case, but in consequence of uncertainty regarding the permanency of this increase combined with the severe strain on local resources the demand for augmented school supply is being met by the construction of "composite" buildings, which are less expensive. In Harris it is proposed to meet the educational needs of the new settlement at Northtown by means of an excellent "composite" structure. The Stornoway Board has had serious demands made upon it in consequence of the closing of Lady Matheson's Female Industrial School and by a considerable increase of the population due to the migration of families from the rural townships. The educational requirements for the island of Lewis are being considerably modified by a tolerably extensive emigration to Canada.

The appearance of the School.

Closely connected with the improvement of school premises are the arrangements made for their cleaning and general amenity. In this particular respect defects are too prevalent. It is often observable that the colour of the walls has a tendency to absorb rather than reflect the light; and obscured glass is often used to a quite unnecessary extent. The endeavour to frustrate obtrusive curiosity is sometimes a virtual condemnation of the discipline. Scrubbing of the floors is not nearly frequent enough; and as mats or scrapers are often either lacking or unsatisfactory the attempt to make the floors thoroughly clean is like trying to wash an Æthiopian white. In the old days of the intimated inspection the only occasion on which floor-clean-

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ing was tolerably certain was the evening preceding the annual visit. Mr. McKechnie remarks:—

"The cleaning is often perfunctory and the staff for the purpose inadequate. It is true that in some country districts it is very hard indeed to secure a competent cleaner; but there is no excuse for the remissness in this matter that is found in the large town schools. The matter requires constant vigilance."

He comments upon the frequent untidiness of cupboards:—

"I find, too, that cupboards—of which there are often not enough—are often full of old tattered and musty readers: teachers are afraid to part with this lumber, and have not room for the books and stationery in actual use. Without making a holocaust myself, I often recommend the teachers to burn such things."

Such an accumulation of rubbish is not only unsightly, it is obviously inconsistent with sanitary conditions.

The walls are also sometimes blank and bare except for a modulator and a few maps—often tattered and torn. Mr. McKechnie, however, notes a progressive tendency to brighten the schoolroom by means of pictures provided by private donors, sometimes by managers, or from the proceeds of school concerts. He says that in infant departments considerable ingenuity is displayed in transforming advertisements into pictures. He urges that the pictures should be "primarily artistic," not merely intended to illustrate the Object or Geography lesson. It is undoubtedly the case that these illustrative pictures are rarely artistic. We have all seen the representation of an elephant standing in a moody and fakir-like reverie, or of a sheep depicted for the convenience of having its legs counted. The refining effect of decorative adjuncts—pictures, busts, flowers on the window-sills, etc.—is in many ways very great; and one aspect of the matter, well worthy of remark, is that the character of the discipline improves in a direct ratio with the cleanness, tidiness, tastefulness, and general brightness of the class-rooms and their equipment. The children are instinctively chary of offending the *genius loci*. The use of curtains to separate classes, and the piling of hats and cloaks upon window-sills are hygienically pernicious. Schools should not be happy hunting-grounds for microbes.

B.—School Attendance.

Aberdeenshire.

The last return for Aberdeen City showed a remarkably high percentage of average attendance, namely 89·5. The schools in the county present an average attendance of 87·2 per cent. The percentage in Kincardineshire is 88·2, and in Orkney 85·3.

Shetland

In Shetland, however, the percentage falls as low as 80. Even if allowance is made for bad roads, no roads, bad weather, and long distances, this result is not adequately explained, and the indifference of parents must be regarded as a contributory cause. Another very real reason is the poverty of parents, who are often unable to provide their children with clothing fitted to withstand the inclemency of the weather. Fortunately there are several

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schools where the attendance is highly satisfactory—two with 96 and 95 per cent., and four between 88 and 91 per cent. As remedial measures the supply of a hot meal and a change of foot-gear on arriving at school have been suggested.

Mr. Robertson's District.

On the whole the managers show a commendable zeal in their endeavour to secure regular attendance. In Inverness Burgh the improvement, due to the joint action of the head-masters, the compulsory officers, and the Attendance Committee, is very marked. Mr. Robertson energetically urges his plea of last year for an increase of judicial facilities in connection with local J.P. Courts and occasional Circuit Courts.

North Forfarshire.

Mr. Muir pointedly remarks that "eternal vigilance is the price of regularity." He states that many County Boards give two vacations, one in July and another during the potato-lifting season. While in the rural schools the infants are not unreasonably withdrawn from attendance during the latter interval, in consequence of the absence of their older brothers and sisters, he fails to see why the infants are not at this time retained in the larger town schools, such as those of Kirriemuir, particularly as the weather during the month of October is seldom unfavourable to their attendance.

South Forfarshire.

During last winter a wide-spread epidemic of measles in Dundee, together with an increase of infectious diseases in the district outside Dundee, seriously affected the attendance; but, on the whole, an improvement in the maintenance of regularity is encouragingly manifest, as is attested by the fact that the summary percentage for the entire district was 88·2, as compared with 86·5 of last year. This improvement Mr. Wattie mainly attributes to the moral influence and zeal of the teachers. In cases where a short vacation for potato-lifting is granted, he points out that the attendance during the short interval between this vacation and the summer holidays is in general unsatisfactory, and he suggests that it would be better if the summer vacation in the country schools were to begin at the end of June, as is the case with the Dundee schools. A collateral advantage would be that the children would not be confined in school during the hotter months of the year, which have an enervating effect upon both teachers and scholars.

Mr. Macdonald's District

Mr. Macdonald reports an improvement in the average attendance for his district. Thus 32 schools, as compared with 28 in the previous year, reached a percentage of 90 or over, and a considerable number of the schools have all but reached 90 per cent. On the other hand 12 schools have made less than 80 per cent. Mr. Macdonald finds that the suspension or disallowance of the Grant under Article 19 B (6) is having a salutary effect, but he thinks that "the time has come for raising the standard of this Article by at least 5 per cent.," and further that "nothing under 75 per cent. is in any circumstances worthy of recognition in the form of a special Grant." He calls attention to irregularities in connection with the claim for the Special Highland Grant—the census of children of school age being in some instances derived from the school registers rather than

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from official sources, in other cases obtained by the hap-hazard method of dividing the estimated population by 6, while in some cases the names of children have been removed from the school roll in order to make sure of the maximum Grant under Article 19 B (6).

Exemptions. On the whole the number of exemptions granted does not appear to be excessive.

Dundee. The Dundee School Board have last year diminished the number of exemptions, and have taken energetic proceedings against defaulting parents, summoning before them 144 parents, and instituting succcssful prosecutions in 47 cases. The policy adopted by the Board has resulted in a marked decrease of the applications (1,385 last year as compared with 1,854 for 1904–5) and in the number of exemptions granted (574 as compared with 756 for the previous year). This salutary change is rendered still more striking by a comparison with the former system of exemption automatically determined by the passing of certain standard examinations. During the last year in which this system was in force the number of half-timers in Dundee "reached (to use Mr. Wattie's words) the appalling total of 5,093, while 2,432 children under the age of 14 left school altogether." In the part of the district outside Dundee the number of exemptions granted is comparatively small. In the Barry Parish exemption certificates for a fortnight or thereby are granted during the potato-lifting season.

Mr. Macdonald's District. The number of exemptions granted is not as a rule excessive, except in Caithness, where it reached 87, but 35 of these were in one parish, the only conditions imposed being that the children had been kept regularly at school during the six months preceding the date of application.

In certain parts of Orkney exemption is granted to a large number of children over 12 for outside employment during six months of the year, on condition that the children must attend regularly after returning to school. Even if we assume the legitimacy of such prolonged absence from school, this condition should be made to cover the attendance before the date of exemption.

Health and Physical Condition of School Children. Mr. Robertson's District. In some isolated instances the health and physical condition of the school children is receiving systematic attention in the form of medical inspection. Thus Mr. Robertson reports that the Landward School Board of Inverness invited Dr. Lang, of Inverness, to examine about 500 children within its area of administration. The results were highly satisfactory, the proportion of physically defective children being just over 2½ per cent. The Burgh School Board also has directed its attention particularly to sight-testing, and the headmasters are careful to adopt the suggestions made by the medical officer for the appropriate treatment of defects. The Inverness County Committee likewise secured Dr. Lang's service for a short course of lectures, subsequently published and circulated, on Physical Culture. The same Committee has applied to the Provincial Committee

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for the institution of Physical Culture classes with a view to the instruction of the teachers on the subject.

In South Forfarshire this subject is bulking largely in importance. The Dundee School Board has made the interesting experiment of appointing Lady Visitors to the schools in the poorer localities. These ladies receive from the headmasters every week a list of children who are dirty, neglected, or irregular in their attendance, and after visiting the homes of these children report to the headmasters the result of their inquiries. It is a gratifying fact that the lady visitors have, as a rule, been well received. Bad cases are reported to the sanitary authorities and to the Society for the Prevention of Cruelty to Children. Cases of honest poverty are reported to the Parish Council or to benevolent organisations. A similar system of visitation is applied to one of the Episcopal Schools. At the end of last session the Dundee School Board took the further important step of appointing a medical officer, whose duty it is to investigate doubtful cases of illness or alleged inability to attend school, and it is probable that his functions will in the future be extended to an examination of the physical condition of the children. At one of the schools apparatus for weighing and measuring the children and for eye-testing has been provided. South Forfarshire.

Mr. Philip includes in his report a contribution by Mr. Rankine on the Feeding of School Children in Kincardineshire, and as it furnishes information which may be generally useful I cannot do better than quote it in full. Feeding of School Children.

"In the rural parts of Kincardineshire the soup kitchen is a universal institution, and there is no doubt that to it is partly due the very satisfactory character of the attendance in these schools during the winter months.

The following account of the working of a typical soup kitchen in the district may not be without interest. The soup kitchen in connection with Arbuthnott Public School was started in 1890 by a Committee specially formed for that purpose. The Committee is at present composed of the School Board and the headmaster. The expense of erecting a soup kitchen and supplying it with cooking utensils, &c., was £21 14s. 4d., and as £25 19s. 9d. was raised by voluntary subscriptions the Soup Kitchen Fund started with a balance of £4 5s. 5d. Potatoes, turnips, and other vegetables are supplied gratis by the farmers and other parishioners. Each child pays ½d. per meal, for which he receives a slice of bread and soup *ad libitum*. No family is asked to pay more than 2d. per day. Potato-soup is given on Monday, Wednesday, and Friday, barley broth on the other days of the week. The cook is paid 10d. per day; and the meal, which generally takes less than 20 minutes, is served by the girls with the help of the teachers. The number on the roll averages 110, and from 85 to 90 per cent. take dinner daily for 16 or 17 weeks every winter. After being in operation for 15 years the Soup Kitchen Fund is left with a credit balance of between £5 and £6. Bread is, however, not usually supplied free, the children are expected to bring their own 'pieces.' The general practice is also to charge a family of three for two meals only."

On the same subject Mr. Robertson writes as follows:—

"In winter the attendance in an increasing number of schools is greatly helped by the provision of a simple meal. Private donations in money or kind, with the assistance of the proceeds of School Concerts, &c., meet the expenses, and there is every evidence that the arrangement will in time

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spread through the country. The vexed question of statutory free meals is at present in abeyance. I am inclined to think that voluntary effort might confidently be relied upon for a much wider extension of the valuable system of a daily free meal, at least during the winter. I hope to see the day when a small Cookery and Laundry annexe will be provided for every school, and it is worthy of note that in some large schools in the South such rooms may, with an easy alteration of the furniture, also be used for simple wood-work instruction. The evidence is overwhelming that there is an appalling waste of good food in rural districts through ignorance of Elementary Cookery, and that children grow up with a distaste for simple nourishing food owing to the pampered home-feeding so much in vogue."

I may add from my own observation that this "distaste" tends to be corrected by the free meal, which in most cases consists of wholesome and nutritious Scotch broth, pea-soup, lentil soup, &c.

C.—Organisation and Staffing.

Several of the inspectors comment upon the want of a co-ordinating and unifying influence on the part of the headmasters of large schools as regards both the methods and results of instruction. The classes are to too great an extent separate units, whose relation to one another and to the general aims of the school are imperfectly and even at times inconsistently defined. Thus Mr. McKechnie says :—

"The school . . . . is too often not a unit but a series of self-contained classes. The fault, I suppose, lies with the headmaster, who does not exert a strong enough influence on his staff. This is no doubt a somewhat delicate and difficult task, but the success which attends really thorough supervision is so great that it is desirable for the inspector to-day to secure that every master should have a very close knowledge of the working of all his staff and of the dovetailing of the successive stages with one another. A necessary condition of such supervision is time."

This individualistic tendency sometimes goes even farther.

Thus Mr. Robertson says :—

"An essential weakness in many well-staffed schools is the difficulty which headmasters have in exerting their authority throughout the entire school. One is conscious here and there of an accretion of personal interest and feeling in the case of members of the subordinate staff, especially if they have been for years in the school or happen to be backed by external influence. The reasonable authority of the head-teacher is in consequence baulked, and the organisation of the school presents a variety of stalled, isolated sections, working in disregard of the general trend of the whole curriculum. The work of course suffers by overlapping and from all the results of more or less divisive effort on the part of the staff."

There can be little doubt that this is one of the heritages of the old standard system. Assistants were appointed by school boards to take charge of certain standards, their professional reputation depended upon their success with the work assigned to them, they naturally objected to any interference with their responsibility, and an *imperium in imperio* was established which was fatal to the homogeneous working of the school. One can understand also that some of the younger teachers whose educational outlook has been widened, should be averse to the acceptance of methods or the recognition of aims too closely

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interwoven with an obsolete system, and loyalty in such cases may run counter to conviction. Two remedies may be suggested: one is that the headmasters should definitely abandon the old standard system even in its disguised forms, and the other is that they should take their assistants into counsel and discuss educational problems with them. There is reason to believe that many teachers have not yet fully realised the essential character of the new system such as may be deduced from the Code and from successive Blue-books. In this connection Mr. Muir offers some highly pertinent observations. He says:—

"I am afraid that many teachers never see the reports which the chief inspectors take so much trouble in compiling and in contributing to which the district inspectors take no small interest. The Blue-book with its mass of statistics is inevitably cumbrous and proportionately expensive. But surely there is no teacher but can afford the few pence necessary for the purchase of the General Report of the Division to which he belongs. Nor would the purchase of the other two General Reports involve an extravagant outlay. . . . . The teachers would probably find there some matters that had been orally pressed upon them by inspectors at their visits. But these oral suggestions are apt to be forgotten or regarded as embodying fads of the inspector or sub-inspector. Clothed with print and armed with something like authority they might lessen the number of mistakes and futilities which we have to dwell on year by year."

Naturally, when the spirit and purpose of the new system fail to be recognised, the old standard requirements are to a greater or less extent retained, with the result that classification, as an element of organisation, exhibits a degree of subdivision and over-lapping which is inimical to effective teaching, as involving both a waste of time and a dispersion of educational effort. This tendency is particularly to be deprecated in the case of small and moderately-sized schools. Mr. McKechnie mentions a case where in a "one-teacher" school he found seven grades in reading above the infants, and that reading alone took up almost the whole morning. He adds, however, "on the whole, more grouping is done now wherever it is practicable." I do not hesitate to say that the teachers of small schools are to be congratulated on the fact that in such schools grouping is an almost indispensable condition of efficiency, not only because they are thus enabled to do their work with more economy of time and less distraction, but also because there is thus room for the interplay of stimulus and example among scholars of varying stages of advancement.

Closely allied to this subject is the organisation of the work in the individual classes. On this point some useful remarks occur in Mr. Philip's report, tending to show how mechanical and indeed irrational the work often is.

"Pupils who have again and again proved that they can write and spell well are never allowed to miss a dictation exercise, the most expert counter must drudge through exercises that are necessary perhaps for other members of the class, pupils who can read well must always listen during the struggle of others with the lesson. Why should not such pupils be rewarded by being allowed to read a book silently, to write a composition instead of a dictation; to solve for themselves problems in Arithmetic: or if weak in one subject and strong in another, why not save time from the one and give it to the other?"

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Mr. Topping, to whom these remarks are due, adds that the mechanical class time-table must in such cases be considerably altered. Mr. Philip urges a similar view. He says:—

"The large city-schools are over-instructed—a platitude. What is the remedy? The class teacher must learn to work like the country teacher. The class must be divided into sections; and this is rendered the more necessary by the new methods in English and Arithmetic, which require so much individual effort on the part of the pupil."

In a word: the habit of independent study on the part of the pupil should be more largely cultivated, so that each pupil will realise the adaptation of his work to his capacity and attainments and thus escape the mind-deadening effect of perfunctory employment. The apprehension that the discipline will suffer is a visionary one; in a school brimming with intellectual activity it would be absurd to expect the stillness of a lethal chamber. Moreover, the listlessness and inattention which result from unsuitable occupations are in themselves inconsistent with good discipline.

The School Library.

It is becoming more generally recognised that a school library is an indispensable adjunct of school equipment, alike for home reading and silent reading in class, both of which tend to establish the reading habit with all the intellectual and moral benefits which accrue from it. The movement in this direction has been greatly stimulated by the beneficence of Mr. Coats of Paisley, whose supply of books to a large number of schools has been most gratefully and warmly appreciated. Mr. Robertson reports:

"The supply of suitable literature and text-books is wonderfully full, thanks very largely to Mr. Coats' munificence. He has put the country schools under a further debt to him by supplying during the past year a very well selected set of books for supplementary classes, and, I am glad to say, also of standard Gaelic literature. We in the north are sincerely grateful for the splendid and practical help to popular education which his well-timed and well-considered benevolence has given to remote and struggling districts."

Both Mr. Wattie and Mr. McKechnie report to the same effect.

As regards the use of the school library Mr. Wattie notes two divergent proceedings on the part of teachers, the one being to impose home-reading as a task, thus stifling the pupils' interest in the subject-matter, the other being to allow the pupils to read pretty much at random books contained in some public library or possessed by their personal friends. In this latter procedure the teacher withdraws himself from any influence upon the choice of books and is unable to form an exact idea, except indirectly, of the nature and effect of the reading. The use of the school library is having a most beneficial effect in various directions: the children's vocabulary is widened, facility in reading is promoted, power of composition is increased, useful information is acquired, and general intelligence is quickened.

The composition of the school libraries varies with the taste of the teachers and the circumstances of the schools. In the main, popular books and such as have some claim to literary merit are selected. There is occasionally a sprinkling of scientific works; but poetry is at a discount.

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Mr. McKechnie reports that silent reading in school is becoming more prevalent. He says: Use of the Library for silent reading.

"Silent reading is now one of the main devices for occupying the scholars when the teacher is unable to give them his attention; and this emancipation of the child from the teacher is one of the most promising features of school life at the present moment. . . . . Silent reading in school is particularly to be recommended for the girls, who when they return home are often required for various domestic duties."

He mentions that some of the Coats' libraries contain picture-books and very easy reading-books for the infants.

From my personal observation I am inclined to think that school libraries are sometimes formed with too fastidious and austere a regard for high-class literature, which is often 'caviare to the general' of school children. Humbler specimens of literature, if unobjectionable in point of subject and treatment—breezy tales of adventure and simple domestic narratives—may very properly be included, in the confident expectation that the scholars will, as their taste and intelligence develop, gradually aspire to more refined, cultured and thoughtful literary productions. But it seems needful to add that the apotheosis of crime and crime-detection should be rigorously tabooed.

The question of Physical Training is becoming more and more prominent. Apart from many other considerations it is felt to be desirable that measures should be taken to mitigate the unfavourable effects of the restraint and confinement of school life. The issue of the departmental hand-book and the appointment of a special Inspector of Physical Training have had the result of systematising effort in this direction. Physical Training.

The Dundee School Board has appointed a thoroughly trained inspectress to direct this department of school work, and during the course of the session she has visited all the schools, explaining to the teachers the rational and proper regulation of the several movements prescribed. The Managers of the Roman Catholic and Episcopal Schools in the same city have secured the services of the director of the University College gymnasium for the same purpose. The Montrose School Board has made a similar appointment. The instructress under this Board has applied her teaching both to the Girls' Classes in the Academy and to the Elementary Schools in the town. An endeavour is being made to secure the co-operation of the class-teachers, and Captain Foster suggests that County Committees should organise classes for the instruction of these teachers. In this connection it may be mentioned that a 91 D class at Elgin has been highly successful. Captain Foster recommends short periods of physical exercise between lessons, and strongly deprecates prolonged spells of physical training in the case of infants, urging the importance in their case of spontaneous games and exercises. He also emphasises the importance of strict attention to ventilation; and undoubtedly physical exercise in a vitiated atmosphere stultifies itself.

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"Over-age" Children.

Where the presence of "over-age" children exists to any considerable extent in a school, the reason is to be mainly found in the late enrolment of pupils, slackness in enforcing regular attendance, and presumably in some cases a desire on the part of teachers to make a good appearance with their scholars. Mr. Wattie's remarks on this subject are worthy of consideration.

Causes.

> "The outstanding points are the comparatively late age of enrolment in Public Schools and the comparatively early age of enrolment in the Voluntary, especially the Roman Catholic, Schools. This difference is largely due to the insufficiency of the public school accommodation . . . Whether children should begin their school life as early as three or four, or as late as six or seven years of age may be a question open to argument on general grounds; but the main practical points to be kept in view are that five is the age prescribed by law, and that school machinery contrived to commence with children of five cannot be easily adapted to suit the needs of children entering at six or later, with the result that, however intellectually fit these latter may be, they are put at a permanent disadvantage, which becomes only too apparent in the later stages of their school life."

In some districts (for example in Mr. Macdonald's) the question is complicated by the distance from school and the exposed character of the roads. Mr. Macdonald remarks:—

> "The young children . . . have to choose between a road over a moor, with sometimes a flooded stream to cross, and a three mile walk over a high exposed road: in winter it is often Hobson's choice."

General considerations.

A number of considerations enter into the question. It is not to be forgotten that receptivity of instruction is largely a matter of age; that in the case of very young children attendance at school means rather the imbibing of an atmosphere than the assimilation of definite knowledge; it may also be surmised that there would be fewer seemingly "over-age" children if a judicious system of promotion were adopted; in country districts, moreover, the benefits of fresh air and healthy surroundings may be pitted against the dubious ventilation and confinement of school; but on the other hand there can be little doubt that early adaptation to the conditions of school life is in all cases a great economy of time, and it is equally certain that the children in large towns are, both as regards health and morals, infinitely better at school than if allowed to amuse themselves in evil-smelling and grimy lanes and closes.

Hand-and-eye training.

To judge by the paucity of reference to this subject in the reports with which I have been favoured, it would appear that this important element of instruction has not yet received the amount of attention to which it is well entitled. It appeals to the constructive and imitative impulse inherent in childhood, it promotes manual dexterity and co-ordination of muscular effort,

Advantages and applications.

it is an almost indispensable introduction to Wood-work, contributes to expertness in Needlework, and, as Mr. Wattie justly remarks, has a distinct bearing upon Arithmetic in the earlier, and Geometry and Mensuration in the later, stages. In the infant and junior classes it supplies, in such suitable forms as paper-folding, clay-modelling, brick-building, straw-plaiting, etc., a

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recreatively instructive exercise which fills up the intervals of direct and formal teaching, advantageously taking the place of the futile and mind-deadening occupation of writing, or rather scrawling, upon a slate, which in so many cases is a mere apology for idleness. Several of the exercises also classed under this general designation have a close relation to drawing and colouring; and the children's invention of new patterns and combinations forms the inchoate stage of designing. The perceptions, moreover, of symmetry, and of the pleasing effects of colour, as involved in certain exercises, may be regarded as the dawning of the æsthetic sense. As, according to Goethe, art is closely allied to the idiosyncracy of women, not a few of the hand-and-eye exercises appeal strongly to the interest of female teachers, and are therefore particularly adapted to children under their charge.

Proposed action by the Dundee School Board.

Mr. Wattie reports that this subject is engaging the attention of the Dundee School Board, and that it will probably at an early date be introduced into all the schools in that City.

D. The Subjects of Instruction.

Alleged multiplicity of subjects.

Before proceeding to discuss the several elements of instruction in the school curriculum it may be useful to make a few remarks upon the alleged multiplicity of subjects involved in the more recent requirements of the Code. In the first place, there is a general consensus of opinion that each of the newer subjects is intrinsically useful, and for the purposes of later life almost indispensable, nor can the introduction of any one of them be regarded as a "fad." If the question were asked—can we safely dispense with Physical Training or Drawing or Nature Knowledge, the answer would usually be in the negative; and it may be said generally that the too prevalent error of regarding such subjects as mere additions to the curriculum proceeds from looking upon them *per se* and not in their relations. This error dates back to the pigeon-hole system of the standards. Each of these subjects has wide ramifications, and the teacher's aim should be to establish points of contact between them, to trace their convergence, and thus impart unity to the instruction. Physical Training cannot be separated from its general effect upon the health of the scholars, upon their discipline and mental alertness, Drawing relates itself to Geography, Mensuration and Geometry, while Nature Knowledge is closely connected with both Geography and Elementary Science. Hence the newer subjects, when intelligently taught, give both precision and comprehensiveness to the related subjects in the curriculum, and the time spent upon them justifies and rewards itself. The cynical Roman motto—*Divide et impera*—does not apply to educational processes, in which integration is no less important than differentiation. But this integrating and co-ordinating principle will never be realised so long as snippets of time are given to snippets of instruction, and every subject "fights for its own hand" like Hal o' the Wynd.

Importance of co-ordination of instruction.

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English Subjects. (1) Reading.

The question of local "accent," comprising, as it does, both the sentence-accent (*Satzbetonung*) and the local colouring of vowels and consonants, appears to be generally neglected, and yet, if we bear in mind to what an extent teachers migrate from one district to another, it would appear to be very desirable that outstanding peculiarities of pronunciation should be as far as possible removed, and an approach made to the established norm of English speech. It is not meant that we should aim at an Anglicised, which is often an affected, mode of speaking, nor is it ever possible entirely to eradicate provincial peculiarities; all that is meant is that we should endeavour to secure a close approximation to the form of utterance prevalent among educated people in general. For example, *man* should not be pronounced either as *men* or *mon*. The most effective means of correcting such local peculiarities is some knowledge of Phonetic: if we realise that *mon* instead of *man* is simply a case of "rounding" the *a*, correction becomes easy and obvious. Nor is it difficult to acquire such an elementary acquaintance with Phonetic as will serve to explain, and consequently to rectify, sharply defined peculiarities.

The First Stage in Teaching to Read. The Phonic Method.

Both Mr. Muir and Mr. Wattie highly commend the "phonic" method of teaching to read. The former says:—

"What is done in this way by little creatures taught on the phonic system—at Montrose Academy for instance—would seem marvellous to old-fashioned teachers, bond slaves of the letter. I hope not again to hear the senseless advice 'spell it' given when a child 'cranes' at a big word or one previously unseen. What help is *eye-en-vee-eye-jee-o-ar-ay-tee-ee* to the pronunciation of *invigorate?*"

Mr. Wattie explains the method as practised in one of the best Dundee infant schools.

"The children are presented with the picture of (say) an ox, and after some conversation about the subject of the picture, their attention is directed to its name written on the black-board. The two sounds *o* and *x* are then taught and practised by the children, and they are then set to make the two letters in plasticine and on the sand-tray . . . . . Other picture lessons follow, dealing in the same way with *fox, box, pup, cup, pen, hen*, &c., the series being contrived to bring in new sounds gradually. . . . . After the alphabet has been completed reading from sheets and books is started."

My own experience is that this method answers very well with the continuous sounds, such as *f, v, s, m, n*, &c.; the real difficulty is presented by the "explosive" sounds, such as, *t, p, g*, &c. for the articulation of which a vocalic adjunct (*Nachschlag*) is needed. These explosives should be reserved for a later stage, and probably in conjunction with vocalic sounds already aquired : thus, *ta, de, pi, go*, &c.

Use of the Black-board.

Much of the difficulty attending the first stages of reading would be relieved by the illustrative use of the black-board, of which one of the advantages is that distinguishing marks and indications can be employed. Thus, *ch* and *sh, ea, ee, oe*, &c., can be written as single symbols by linking the letters, and the sounds of *o* in *go* and *do* respectively can bed iscriminated by means of some arbitrary accent. At a later stage the effect of final *e* in modifying the preceding vowel can be similarly indicated, thus *hat, hāte*. After a time these marks can be discarded.

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For a more advanced stage, syllabication, which, as Mr. Rankine points out, is too much neglected, may profitably be employed and brought into relation with word-building. To this expedient the French grammarians attach the utmost importance, making each syllable begin with a consonant quite independently of etymology: thus, *hé-si-ter, lo-gique, fa-ta-liste, ma-la-dif*, &c. Syllabication.

The reiterated reading of the same book is, as is pointed out in one or two reports, fatal to facility and expertness in reading. The reason for it Mr. Muir attributes to "the sub-conscious mental modifications of the schoolmaster's mind," who still clings to the antiquated idea of securing as many passes as possible. One would fain hope that such cases are few. The abundance of periodicals and cheap reprints supplies ample materials for "unseen" or silent reading, on which almost all the inspectors very properly lay great stress. Reading-books.

Mr. McKechnie reports improvement in this respect, and adds:—

> "The rigid adherence to the old reader is disappearing, and thus one of the most formidable obstacles to occasional promotion is being removed. There can be no doubt that more common sense in this matter and the abandonment of the old idea of six standards will give the teachers a much better chance in their small schools."

Many of the reading-books for young classes are not as judiciously compiled as they should be, freely introducing, as they do, anomalous words like *busy, shoe, shoulder, people*, etc.

It would appear that the amount of time formerly given to dictation has been of late years considerably curtailed, with results on which teachers are not agreed. I should imagine that penmanship is more likely to be prejudicially affected than spelling. After all, giving a dictation exercise is not teaching to spell; and, though the anomalies of English spelling are proverbial, the principle of analogy is widely operative and capable of more or less definite exposition, particularly as regards the Latin elements of our language, and the application of the word-building and derivation lessons to the forms of English orthography would probably prove more useful than arbitrary attempts at reform based neither upon historic nor phonetic principles. (2) Spelling. Relation to Dictation; to Word-building.

Mr. Macdonald's observations on this subject are well worthy of attention:— (3) Penmanship

> "There is some danger of making a fetish of what, though important, is not all-important; but, avoiding this, we might well encourage a boy to take in some measure the pride in his hand-writing that was taken in the days of writing masters and copperplate, with this difference, however, that he should feel that his aim is ability to write not only well but rapidly."

We must, in fact, be reasonable, and, while we may occasionally invite a *tour de force* of penmanship, we cannot expect a composition to be as well written as a dictation exercise, because the mental exertion is to a considerable extent incompatible with model penmanship. Moreover, so long as one hand differs from another hand in capability of muscular adjustment, so long shall we have differences in the style and quality of the writing, and Limitation of Uniformity.

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Avoidance of cramped posture, &c.; what we should mainly insist on is perfect legibility and a fair degree of neatness. A uniform and often cramped position of the fingers and a constrained posture, involving for the time being an injurious distortion of the spine, appear now to have been generally abandoned. Nor need we deny to school children a degree of individuality in this exercise to which we are accustomed in our correspondence. And, indeed, it would ill become some of us to be too critical of penmanship; *quis tulerit Gracchos de seditione querentes?*

of an unsuitable time for the exercise. It is important to avoid taking the writing lesson immediately after a school-interval, when both the nerves and the muscles are apt to be tremulous with physical exertion. One would suppose that drawing and practical geometry ought to have a favourable effect upon penmanship; and this is a point on which one would like to have the opinion of the teachers.

Prevalent defects. Most of us have observed that vertical writing tends to assume a backward slope, and that angular writing is apt to degenerate into a scribble. Probably a fair round hand is most suited to school purposes. Undue interspacing of the letters also is unfavourable to legibility.

(4) Grammar Considerable diversity of opinion exists among teachers regarding the function and teaching of Grammar. Mr. Macdonald proposes during the current session to collect the opinions of teachers on this subject. Mr. Muir says:—

Necessity for Technical Terms. "I do not lay much stress upon the technicalities of Grammar, but we cannot do without them. If they were banished from the curriculum we should be driven to the necessity of asking in some roundabout way the relation in a sentence of one word—of one clause—to another."

Undoubtedly some knowledge of formal Grammar is indispensable. How, for example, are we otherwise to explain such forms as—*Walking* in the garden this morning I heard the lark sing, and *Walking* is a health-giving exercise? Many of these technicalities can be taught in connection with word-building and incidentally in the course of reading and composition exercises. Conventional correctness of expression may in the earlier stages be quite well empirically taught. In the later stages, and particularly in the Supplementary Classses, an elementary knowledge of English historical Grammar would rationalise this empirical teaching If a teacher finds that the process called

"Parsing." "parsing" secures correctness of expression, and that no child in his school will say "the boys runs" or "who did you see in the garden?" I do not think he should be discouraged; but it might be well for him to reflect that, as English is largely an uninflected language, the terminology borrowed from Latin Grammar is only *pro tanto* applicable, and it might be useful for him to make himself acquainted with the process which French grammarians, with the logical tendency of their race, conduct under the name of *analyse*.

(5) Composition. Causes of general improvement. My colleagues report a marked improvement in the subject of composition. This is partly due to the greater attention bestowed upon sentence-making and the oral work in general, partly to the selection of more attractive material, and partly

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to the introduction of the exercise at a much earlier stage than formerly. Mr. Muir says:—

Letter-writing.

"I get some wonderful attempts at composition from very young children. Letter-writing—the mystery of which was not by them of old time commenced except to Standard VI.– is in fact a natural exercise to set to a child of ten, as soon as he can put two sentences together . . . . Interesting matter is found in these letters dealing with their homes, the baby, their messages, their games, their tea-parties, their holiday trips, their pets. With old pupils all these topics can be dealt with, and one also gets deliberate themes taken from Political History, Geography, or Nature Knowledge."

Poverty of style in teaching.

One serious obstacle to the development of composition is the stinted use of literary language on the part of the teachers —probably from a fear of appearing pedantic or affected. Mr. McKechnie's striking remark, "teachers put too severe a check upon the exuberance of their own eloquence," should be pondered by every teacher. The spoken word, the literary form in oral use, make a much deeper impression than the phraseology of a book; and the actual employment of a word or phrase by the teacher is more illuminative than any definition. The completion also of the ellipse in composition exercises—a method greatly favoured by French Grammarians—is not only a valuable aid to composition but also a powerful stimulus to the imagination and to general intelligence. The teaching of derivation also tends to enlarge and give precision to the children's vocabulary. On suitable occasions also the language of gesture, to which the Latin races so perpetually resort, would help to "visualise" the meaning of words.

Use of the Ellipse.

Derivation.

The mimetic element.

Oral reproduction of materials.

But, above all, the pupils' oral reproduction of anecdotes, historical or biographical incidents, &c., in the form of consecutive sentences, with the teacher's help, guidance, and criticism, is the best introduction to written composition. For the older pupils no exercise can be much better than paraphrasing. My experience however is that the capabilities of this exercise are seldom adequately realised, being too often confined to the mere substitution of synonyms, and seldom taking the form, on the one hand, of a severely simple but idiomatic expression of the idea, and, on the other, of an ornate, and even at times rhetorical, expansion of a simple poetic conception. Too much also is usually attempted at one time: a short stanza can be profitably used to exhibit the distinction between the prose and the poetic style, the propriety of figures of speech, the discrimination of so-called synonyms, the wealth of the English vocabulary, and the plastic variety of the English idiom.

Paraphrasing.

(6.) Arithmetic.

General improvement in the subject of Arithmetic is observable, particularly as regards mental operations, and a beginning is being made with the rationale of arithmetical processes. But in this subject, as in many others, the superstitions of the past are still too prevalent. As Mr. Muir says:—

Effect of "standard" system.

"The baleful shadow of the old law still darkens the minds of many teachers. They still seem to have a hazy idea that the inspector will come the old round at a fixed period, armed to the teeth with cards, and prepared to estimate the work of a school by the number of pupils who do correctly two sums out of four."

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The undue separation of theory and practice exists in this subject as in all others. Thus Mr. Macdonald says:—

One-sided treatment of the subject.

"There is a tendency to lay too little stress on mechanical facility and accuracy. The results of a test in addition of money, for example, in the highest class are not infrequently somewhat disappointing. As, however, a great, and some might say, a disproportionate amount of time is assigned to Arithmetic, all that is needed is an adjustment of theory to practice."

Mechanical work.

Mr. McKechnie thus illustrates the abuse of purely mechanical work:—

"Drop into a school casually, and as often as not the poor children are slaving away at 'sums' usually of a kind no longer useful on this planet."

He reports, however, that unpractical questions tend to disappear, and that problems, usually mental problems, are now in evidence. He remarks:—

"Very often the simplest questions prove disastrous... one reason being, no doubt, the very simplicity of the questions put: the children seem to be more accustomed to hard questions."

Mr. Muir's experience is of a similar nature. At a good school he asked a class to divide (not mentally, but on slate or scroll-paper) £1 by 7. Most of the pupils were staggered, and only recovered the command of their mental resources when the teacher, on being invited to give a specimen of their attainments, directed them to divide £306 12s. 8½d. by 45. Mr. McKechnie comments upon the neglect of arithmetical theory, and finds it surprising that

Neglect of theory: of the precise meaning of arithmetical terms.

"so little should be done in the way of explaining the meaning and justification of the dozen operations on which the children spend some two thousand hours of their school life."

Much of the stupid work we encounter is the result of inattention to the precise meaning and applicability of arithmetical terms. We find children manipulating decimal fractions without understanding what precisely a decimal fraction is; and they are often far from clearly apprehending the meaning of "proportion," "percentage," "discount," etc. Hence they are helplessly at the mercy of a question which is expressed in such a way as to disguise its immediate referability to a given "rule." Many questions also require a knowledge of business and commercial procedure, which the teacher omits to supply. In the higher classes the superstitious notion still prevails that an algebraical method of solution is a kind of High Treason against Arithmetic. It is, however, hopeless to expect a knowledge of first principles as long as the generalised operations involved in the use of symbols are ignored. In too many cases Mental Arithmetic is treated as a collection of quirks rather than as the exemplification of contracted methods based upon first principles. There is one point on which misapprehension appears to exist in the minds of teachers. They are inclined to assume that certain methods are now imposed upon them instead of certain results. The importance of rational methods is paramount; but experts may not infrequently differ as to the most suitable method. In the teaching of proportion, for example, some may advocate the

Algebraical notation.

Mental Arithmetic.

Method: alternative views admissible.

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unitary method, others the proportional method; the function of the inspector is not arbitrarily to dictate the choice of the method, but to ascertain whether it is thoroughly understood by the children; and manifestly, for example, the manipulation of the method by proportion does not fulfil this condition unless the nature of proportion, as involving the equality of ratios, is intelligently realised. The choice of the particular method will be suggested by the comparative ease with which the logic of the operations can be brought home to the pupils' minds; and this is a matter in which much weight must be attached to the teacher's experience. For rapidity of summation no expedient is more useful than that of "Long Tots"; and for quick calculation in general the old-fashioned weekly competition may profitably be adopted. Minor details, such as insistence upon the mental performance of subsidiary operations, contribute to rapidity of calculation. It is high time that the type of questions in many text-books of Arithmetic should be revised; the prices of commodities sometimes require to be modernised; and digging trenches, building walls, relieving garrisons, or the consumption of bushels of hay, might be discarded in favour of questions, scientific and other, in which the computative elements can be stated with rigorous exactitude.

Choice of methods.

Useful expedients.

Conventional types of questions.

Most of my colleagues are dissatisfied with the teaching of History. Mr. Muir reports a "strange lack of memorising of facts," too much consumption of time over the first centuries of English history, and omission to recapitulate the previous range of study. Mr. Macdonald finds History a "depressing subject" in the schools. "Without the vivifying influence of the teacher it is a mere heap of dry bones." In his district the scheme of study is a compromise between the Concentric and the Periodic, the Concentric being, he says, "unworkable in small schools." In such schools, indeed, where grouping of classes is necessary, it is obviously impracticable to adapt the teaching of the subject to children at such different stages of attainment and mental development. Mr. Philip reports that this subject is the least satisfactory of the old class subjects. He says, and the remark will be generally appreciated:

(7) History.

Defects.

Function of the Teacher.

Method.

"A head-master in one of the large Aberdeen schools, whose opinion is worth having, says that the pupil is so engrossed thumbing out the mechanical difficulties of *reading* the History Reader that he has no attention left for the history. . . . . A good text-book is a necessity."

Text-books.

He quotes in this connection Mr. Galloway's interesting reference to Mackenzie's History of Scotland which was in use 40 or 50 years ago:

"It was narrow, prejudiced, even bigoted, but it was alive in every line, and it was immensely popular—partly, no doubt, on account of its Chauvinism. We want a book with such graphic powers of description and such attractions of style, but with a wider outlook and more deeply-based foundations."

A slavish dependence upon a text-book is, I think, fatal to the successful teaching of this subject, which to a special degree requires in the teacher a full mastery of the materials and

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the power of investing them with living interest. As Mr. Macdonald says: "More than any subject History demands in the instructor dramatic power and an ardour that can fire the imagination—gifts that are not granted to every man." What is needed both in the text-book, and most of all in the teacher, is what Mr. Galloway calls a "wider outlook." This implies a recognition of the relation which subsists between events and great dominating movements and tendencies, social, political, commercial, constitutional, and to establish this relation the teacher will make a judicious selection of his materials. He will, for example, lay much greater stress upon the War of Independence in Scotland than upon isolated episodes such as the "Black Dinner" or the "Gowrie Conspiracy"; great events, the Spanish Armada, the Battle of Waterloo, the Indian Mutiny, will be greatly treated, in ample detail and with full preparatory explanation; and biographical sketches of dominating personalities—who are not always kings—will give a living interest to the subject. Much also may be done to give animation and impressive effect to the teaching of the subject by bringing Geography into combination with History. A large illustrated History of England also should be in every school library, so as to appeal to the imagination of the children by means of pictures of striking scenes and events, manners and customs, portraits, etc. Above all, if the teacher saturates himself with the subject by ample study, he will be able largely to dispense with those text-books in which events are enumerated and described without reference to great national tendencies and movements.

Rational selection of Topics.

Relation to Geography; to illustration.

The teacher's study of the subject.

(8) Geography.

Such of my colleagues as touch upon Geography are able to report an improvement in its rational treatment. There is less pre-occupation with what Mr. Muir calls "the bald enumeration of physical features." Mr. Macdonald, while agreeing that a better proportion in the treatment of the subject is being observed, adds the remark, "the incidental use of the map is still very generally neglected"—an absolutely stupefying fact. My own experience has been that there is too little perspective in the teaching of the subject—everything is in the fore-ground, and a petty town receives as much attention as London, Paris, Rome or Athens, the tributaries of the Amazon are seemingly as important as the St. Lawrence, the Rhine or the Tiber. Physical Geography also is generally neglected, and the relation of commerce to climate, trade-winds, natural productions, facilities of inter-communication, etc., is too frequently ignored. The main British and continental railway lines also are hardly ever studied. The use of photographic or other views of famous natural scenes, triumphs of art, architecture, or engineering, is either non-existent or meagre in the extreme. One would also like to see the older pupils employed in making a map of the district in which their school is situated, and this properly oriented and drawn to scale. They would thus acquire a knowledge at first hand of what a map is designed to be. Few of the school maps in use are successful in suitably representing the

General improvement.

Discriminative and selective treatment of the subject.

Physical Geography.

Use of Illustrations.

Practical Teaching *in situ*.

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configuration of the surface. The adoption of some of these more modern requirements of the subject would reconcile an inspector to the omission of a host of names which are of the smallest practical importance and only clog an over-burdened memory.

Supplementary Course Classes.

My colleagues report very satisfactory results in connection with the Supplementary Courses. Mr. Wattie says:—

Mr. Wattie's District.

"Of the work of the classes as a whole one can speak in terms of hearty commendation. Formed as they are of the best of the pupils, and taught as a rule by the best and most experienced of the teachers, they overtake a large amount of work both practically useful and intellectually stimulating. . . Several very good classes are found in country schools, where, the numbers being small, the teacher's knowledge of the disposition and circumstances of each pupil enables him to encourage individual effort on the best lines. In the rural schools more is generally made than in Dundee of the subject of Nature Knowledge, in which, unfortunately, the general level of effort and of interest does not stand high. A first step, however, towards putting the instruction in this subject on a sounder footing has been taken by the institution of a 91 D class at Forfar. The attendance at the class was very well kept up, and it is gratifying to be able to state that the enthusiasm of the teachers attending it was so keen as to lead to the expression of a desire that the class should be renewed this session. In Dundee the teaching of Nature Knowledge is at present under consideration by a Committee of the local branch of the Educational Institute."

Mr. Wattie also gives statistics with regard to the Supplementary Course Classes in his district. Out of a total of 88 schools 47 have Supplementary Classes, of which the average attendance is 1,568, and the average of attendance is 5. He points to an increase in the number of Supplementary Classes outside Dundee, and says that "the districts where no school with a Supplementary Class is available are now comparatively few." He regrets, however, that so large a proportion of the pupils attain the age of fourteen and are then withdrawn from school without reaching the stage of supplementary enrolment.

Mr. McKechnie's District.

Mr. McKechnie supplies full and valuable information respecting the Rural School Course. He regrets that it is not oftener attempted, but attributes the omission partly to initial difficulties of ground and equipment. It appears also that the instruction is not in general of a practical character. The study of Botany has been vigorously stimulated by a Teachers' Field Club, and "at such schools as Dyke, Cawdor, and Speymouth . . . the work in Botany is excellent. . . . Some of the collections of leaves, flowers and fruits are comprehensive and well-arranged, and the habit of making such collections is rapidly becoming more general. . . . The school garden is becoming more popular."—The Orphanage School at Aberlour is a particularly successful example of the thorough prosecution of the Rural School Course. Garden-plots are assigned to the scholars, who carefully record the details of the work, the sowing and seeding of the plants, the atmospheric conditions, etc. The natural

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orders of plants also are studied, together with their medicinal and commercial values. A museum has been formed for the preservation of dried specimens of flowers, ferns and grasses, with their botanical designations; and, as might have been anticipated, "the effect on the taste and moral life of the scholars cannot be over-estimated." Land-surveying, Mr. McKechnie adds, is not infrequent; but "the idea of rambles for the study of nature has not been taken up by many: one teacher who was told about it remarked after much reflection—'I suppose one ramble a year would do!'"

Mr. Philip quotes Mr. Rankine's observations as follow:—

Mr. Philip's District.

"There is improvement to be noted in the teaching of English. The annotated abridged work and the annotated book of literary extracts are falling into disuse as class-books, and their place has been taken by the unabridged works of good authors . . . The number of books read in class is often surprisingly full. Scott's historical novels are general favourites. One of the simpler Shakespeare plays is usually attempted in the second year, Geometry and Mensuration, leading up to practical land-measuring with the use of the chain, have been taught with praiseworthy efficiency. In more than one school in the district a request has been made by a neighbouring farmer to allow the supplementary scholars to come and measure one of his fields. I should like to add that the system of Supplementary Courses has given a stimulus to the better teachers, and that the amount of sound and good work which is being done in many schools deserves high praise."

Practical Training of he Teacher.

As regards the Rural School Course an indispensable requisite for its success is the teacher's possession of adequate knowledge, and this knowledge can only be imperfectly obtained by private study. A much wider extension therefore of Teachers' classes is necessary. Teachers can, no doubt, do something by making themselves learners along with their pupils, just as Goldsmith taught Spanish by being one day ahead of his pupil; but the scientific knowledge, on which alone solid success can be based, must be derived from instruction imparted by an expert. There are indeed many teachers who have made a hobby (using the word in no depreciatory sense) of some of the branches of science involved in the Rural School Course, and the results of their teaching correspond to their enthusiasm and knowledge; but teachers not thus favourably equipped should, before attempting the course, endeavour to acquire a scientific and practical command of the subjects professed.

Some of us have visited schools where the instruction given has been based upon some little manual which, though possibly useful and suggestive to the initiated, is of little value to the untrained and unscientific mind.

Teaching of Geometry.

Probably no subject at present presents greater difficulty than the teaching of Geometry. The Euclidean Geometry has been formally abandoned to a large extent in this country, as it has long been in France and Germany; and in the absence of an authoritative standard a host of books have of late been published which strive to combine modern practical methods with the ancient theory of the subject. In not a few cases the former element has largely supplanted the latter, and the geometry taught resolves itself into accurate measuring—a valuable and

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highly suggestive process indeed, but in itself not such a training and development of the reasoning faculty as the earlier method contemplated and to a considerable extent realised. It is, however, always possible to establish the fundamental principles of Geometry by a series of accurate measurements; and the theoretical knowledge thus acquired may be applied to a multiplicity of theorems and problems which give full scope to the reasoning powers and may easily cover a much wider field than the very limited profession formerly prescribed by the Code.

E.—Higher Grade Schools.

From an unavoidable cause I have been hitherto unable to make myself directly and personally acquainted with the working of the new Regulations for the Training of Teachers and with the condition and educational efficiency of Higher Grade Schools. I am therefore all the more grateful to my predecessor, Mr. Boyd, for his characteristic kindness in supplying me with some valuable observations on the Higher Grade Schools of the division. I beg to submit to my Lords these observations as they proceeded from his practised pen:—

Higher Grade Schools.

"During the past year 47 Higher Grade Schools or departments were in operation in the Northern Division, distributed over the various counties as follows:—Aberdeen 10, Forfar 4, Banff 6, Elgin 3, Inverness 5, Ross and Cromarty 5, Sutherland 6, Caithness 5, Orkney 2, Shetland 1. In localities not yet sufficiently supplied with such centres, the fuller organization involved in the new egulations for the Training of Teachers will probably lead to the deficiency being met to a greater or less extent. Distribution

For some time also school boards in different quarters have been moving in an earnest and intelligent spirit for the recognition of the principal schools under their management. Interesting meetings, for instance, were held with the school boards of Lochalsh and Lochbroom in the west of Ross-shire in connection with such proposals for the schools at Plockton and Ullapool respectively. One cannot deal with such cases without a feeling of great regret that the funds at the disposal of Highland County Committees is so inadequate to the help they so much need. Probable increase.

The general progress in the work of the schools is of a satisfactory character, in some cases markedly so. In one or two there have been disappointing features, as regards either some particular branch or the work as a whole. These cases, which have been individually reported on, will require careful attention both from the managers and the inspector. Progressive character of the work.

In rural districts some higher grade departments are, of necessity, comparatively small, but as a rule, they are none the less on that account conducted with spirit and valued by the communities in which they are placed. Not a few schools in the more important centres are from their history and character virtually Secondary Schools and will no doubt be so accounted under the new Regulations. Smallness of H.G. departments in rural districts.

Attention was called in last year's report to the enrolment in higher grade departments of scholars who might be expected to leave on reaching the age of exemption from attendance. This, though of course open generally to very serious objection, is sometimes done, not altogether unwisely, as the parents of bright and studious pupils are occasionally encouraged by their progress to allow them to complete the course. In Enrolment of Scholars approaching the age of exemption.

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view of the early stage of the system patient guidance rather than the enforcement of drastic rules may be expected to set the matter right. In schools of a certain size and type, the permission to treat (except as regards languages) the supplementary class as a division of the higher grade class of the first year, will greatly help to secure the required classification.

Relation of H.G. School to Supplementary Course.

One important point calling for the attention of School Boards and County Committees is the proper relation of the schools of a particular locality to the higher grade school with which they are naturally associated. It has been repeatedly found that scholars reach the higher grade centre only after spending a year or even two years in the classes of a supplementary course in their previous schools. Apart from possible special cases the only explanation seems to be found in the idea that each school is a separate and self-contained institution, and a rival to all others around it, instead of being only a part of a larger whole.

Subjects: English;

Regarding particular subjects of study there is little to add to previous reports. In English, while much work of a valuable kind is done, one occasionally finds that in taking up a play of Shakespeare, for example, too much attention is given to details of language and too little to the wider and more important literary qualities. A proper gradation in the work of the various years is not always observed. It is clearly undesirable that a study of say 'King Lear' should be attempted with a first year's class.

Modern Languages;

The recent enquiry into the training and qualifications of teachers of modern languages has revealed much of a very gratifying kind and it has been a great pleasure to find, even in the smaller and more remote schools, the instruction so well abreast of modern requirements. It has sometimes seemed to me, however, that in the use of the 'direct' method which has already secured much valuable result, the points of older methods which made for accuracy and thoroughness should not be altogether overlooked. The practice of giving a beginners' class to the least experienced teacher is now very rare, and it is not uncommon to find the principal teacher of the subject taking special pains to give such a class a good start.

Latin and Greek.

I have had to complain of the want of attention in not a few schools to the proper reading of Latin, and especially of Latin poetry. The oral examination, which now forms part of the test for Intermediate and Leaving Certificates, will lead to improvement, which indeed has been already begun. The same remark applies to Greek, which has to be taken by candidates in University Bursary Competitions.

Regulations for Intermediate and Leaving Certificates.

It is pleasing to note that the revised regulations for the Intermediate and Leaving Certificates have been cordially welcomed by teachers generally, and it is only just to say that while in the past there have no doubt been premature and often indiscreet presentations of scholars, I have seldom found any desire to sacrifice the curriculum as a whole to efforts at obtaining passes in any particular subject."

I may, perhaps, be excused for supplementing these observations with one or two of my own as the result of very considerable experience :—

(1) English. It is a common defect to confine the study of a play, etc., to an explanation of the mere phraseology, apart from the historical evolution and setting of the work and the psychological problems involved. In a very literal sense we have the play of Hamlet without Hamlet himself, in his character, mental condition and motives.—An almost universal defect is the feeble command of idiomatic English for the oral expression of ideas; and if this defect is not corrected by appropriate means, we may soon expect even the pupils in Supplementary Courses to show superior readiness and resource.

(2) Foreign Languages. There is no inherent antagonism between the old and the new methods, though unfortunately in

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this, as in many other directions, there is a tendency to go to extremes. The phenomena of Grammar can perfectly well be evolved from reading, and this systematically enough—the plurals of substantives one day, the feminines of adjectives another, and so forth—the whole process tending to the gradual curtailment of the preliminarily empirical field of operation.—The study of the fundamental principles of Phonetic, and the use of phonetic symbols should be greatly expanded; otherwise, either correct pronunciation will be neglected, or half of the teacher's time will be wasted on perpetual corrections.

(3) Latin. As Mr. Boyd indicates, quantitative pronunciation of Latin is indispensable; and it is very desirable that the reformed pronunciation, according to the convention established by the Classical Association, should be adopted.

F.—Drawing.

Mr. Hood's report on the teaching of Drawing in the Elementary Schools of the Northern Division is as follows:—

"During the past session I confined myself principally to the most northerly part of the mainland, but in addition I found time to visit a considerable number of schools in each of the counties comprising the Northern Division.

Satisfactory progress continues to be made in the representation of nature-forms, such as leaves, flowers, fruit, sprays, etc., by means of outline, shading, and in colour. In some quarters, however, there is still a tendency on the part of the pupils to draw their own conceptions of the forms instead of representing them as seen from their point of view. It is desirable that special attention be paid to this aspect of the case. A single leaf attached to a stem might be used for the purpose of training the pupils to express the appearances a leaf assumes when looked at from different points of view. Nature Drawing.

Drawing from actual objects is gradually improving as regards accuracy of proportion and style in execution. Greater care than formerly is taken with the selection of suitable materials for study. Exercises within the capacity of the pupils at the different stages of advancement are arranged to form a graduated course of instruction. This systematic mode of procedure is leading to an understanding of the construction of many familiar objects. In connection with this branch of study it is a good plan to make sketches of actual objects, and then draw them from memory in the same positions. Afterwards, the pupils may compare these drawings from memory with their sketches, carefully noting where their memory drawings have failed, and they should try to overcome the difficulty at the next attempt. Object Drawing.

Before commencing to shade objects, the pupils must have the power of producing even tints of pencil or chalk, and then the power of producing the gradation of tints. Exercises in gradation may be of the very simplest character at first, such as the gradation of all the tones, from the deepest tone of the different pencils or chalks employed to white. Afterwards, the exercise might be varied by changing the rate at which the gradation proceeds. Objects of a simple type might now be attempted, and others of a more complex character gradually introduced. Shading objects in Black and White.

In some parts of the division the brush is extensively used as a means of expression—sometimes with considerable success—but as a rule it is desirable that some training in 'black and white' should precede any elaborate attempt at colour representation. Exercises in the gradation and in the mixing and matching of colours should be included in the curriculum, and should be carried out on lines similar to those suggested for pencil and chalk, under the heading 'Shading of Objects.' Brush-Drawing.

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Design. Too much in the way of design cannot be expected from pupils attending elementary schools, consequently this form of expression is confined principally to the upper classes. The work as a rule is improving in aim and character. Some of the designs exhibit a fair knowledge of some of the elementary principles as deduced from nature, and are conceived more as 'ornament' than as final 'growth,' as was formerly the case. They are based upon natural forms, but are so treated as to be decorative in character.

Modelling. Modelling in Clay and Cardboard Modelling are satisfactorily taught in a number of schools in the Division.

Drawing to Scale. Drawing to Scale continues to make satisfactory progress. The pupils are taught to make dimensional sketches from objects about the class-room, and are encouraged to make habitual use of them, by executing them to different scales. This subject is correlated with Arithmetic in almost all the schools, and with Woodwork and Cardboard-work in every case where these subjects are included in the course of instruction.

Woodwork. This work continues to flourish in different quarters. In the large centres visited, such as Aberdeen and Inverness, and in some of the rural schools of Inverness and elsewhere, Woodwork is receiving satisfactory attention with very encouraging results."

Miss Crawford's report on the teaching of Cookery and Laundry in the day schools of the Northern Division is as follows:—

G.—Cookery and Laundry Work. Northern Division.

"During the last year 37 Cooking Centres in this Division have been visited. Speaking generally, the work shows distinct improvement, especially in centres visited on more than one occasion during the past three years. School Boards have responded generously to suggestions towards improvement in building and equipment, and in many cases separate class rooms have been constructed and existing rooms reconstructed to meet modern requirements. Head teachers of schools now support the work more cordially and attach to it a place of greater importance in their curriculum.

Classes taught by Staff Teachers. Ten of the classes visited were taught by one of the staff, in some cases indeed by the head mistress. Many of these classes gave much satisfaction, particularly those of Dingwall, Fortrose, Munlochy and Beauly. In districts like these the services of an expert are not easily obtained, and indeed are hardly necessary when the work is entrusted to skilled and trained mistresses. From the daily contact between teacher and pupils, and the intimate knowledge of the pupils' home circumstances, I invariably find in such classes that the subject is taught with fewer up-to-date appliances, and the dishes cooked are less fanciful and more useful. If School Boards would occasionally offer facilities to all such teachers to visit Cookery classes taught by a specially qualified teacher, in regard to management of work, they would be amply compensated by the still greater efficiency and assurance of their teachers that the work was proceeding on right lines.

Forfarshire. In Forfarshire District the number of schools with Cookery as a subject has not materially increased.

Elgin. The work carried on at Elgin Girls' Technical School shows steady improvement. The Board enforce compulsory attendance on all supplementary girls, and the tact, careful supervision, and discipline exercised by the teachers of this centre call for special notice. The influence exerted upon these senior pupils through their daily contact and training in domestic subjects by a trained and cultured mistress is bound to be far-reaching in its effects, and the advisability of placing girls at this stage in charge of a trained teacher rather than an expert is a point worthy of consideration.

Banff and Nairn. Banff and Nairn Districts have not been visited during the past season.

Inverness-shire. The number of classes in Inverness district increases apart from those in the town itself; these classes are usually taught by a member of the staff, and the work is carried on in one of the ordinary classrooms, with

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stove and culinary apparatus introduced. This arrangement is not ideal, but in small schools it answers admirably. Many make-shifts are necessary, but the conditions for carrying out the cooking operations are by no means rendered easier than those met with in the pupils' homes.

Inverness. Inverness Technical School maintains a first place among our leading centres. The equipment is very good; and large classes from all the schools in turn daily receive instruction from competent and experienced teachers. Many teachers of the subject in smaller schools in the county visit this centre to obtain insight into the arrangement and methods of class management, so that in a sense this centre may be regarded as the Training School for the North.

Teaching of Cookery not Sufficiently general. Throughout the entire Division the teaching of Cookery is not sufficiently general. Many School Boards in the smaller towns and villages make no provision for it. This is to be regretted from an educational point of view. During a course of cookery lessons girls are introduced to names of objects, words, and materials peculiar to the subject, and in the hands of competent, trained teachers the instruction can be made a mental as well as a manual training. It is generally recognised also that the girls coming from the village school enter domestic service more readily than others, and it will thus be seen how severely they are handicapped unless they have received the initial training during school life. The aim of cookery classes is not merely to teach the method of preparing and cooking so many dishes, but rather to instil into the minds of the pupils the underlying principles involved in the subject, thus developing an intelligence to be practically applied to all that pertains to the home. The result of the training should lead girls to set a high value on home, and to understand that of all social institutions home is the greatest, and that the work and influence of woman there may do much to increase the health and well-being of the nation."

The justice of Miss Crawford's concluding observations will be generally recognised. The "underlying principles" to which she refers are essentially scientific; culinary operations represent the preparatory stage of the digestive process; both the nutritive effect of various foods and the means taken to develop their nutritive value are susceptible of rational explanation; and the study of the entire subject tends, when skilfully conducted, to promote intelligence. It may be said also that practical cookery has a more than superficial analogy to manual training, and the poet's expression 'messes which the *neat-handed* Phyllis dresses' is appropriately exact. Moreover, the close attention and keen observation which culinary demonstrations and operations demand constitute a valuable mental training. Not only so: moral training also is involved. The absolute necessity for cleanliness of person and of clothing has a refining influence. We do not expect a slattern to be a good cook. It is, moreover, hardly a paradox to assert that in these days of the sewing-machine and of ready-made garments there is even more need for the teaching of cookery than of needlework. We must admit also that cookery requires more attention in Scotland than in France or England, where the art has been skilfully practised for centuries. Among the poorer classes there is far too much wasteful and haphazard cooking. Instead of the wholesome and nutritious *pot au feu* we have the inevitable frying-pan. Intelligent and careful cookery would likewise go far to counteract any tendency towards physical degeneration, of which we hear so much nowadays. For these reasons the inclusion of cookery in the school

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curriculum is pre-eminently desirable, and it is hoped will ere long come to be regarded as an indispensable preparation of school-girls for the domestic activities of after life.

It is, in conclusion, my pleasing duty gratefully to acknowledge the value of the information with which my colleagues have supplied me in their several reports.

I have the honour to be
MY LORDS,
Your obedient Servant,
G. DUNN.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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PART II. OF APPENDIX.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

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DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE 1.—EXPENDITURE FROM EDUCATION GRANTS.

(A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1906.	Compared with Year ended 31 Dec. 1905. Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual Grants for Day Scholars	912,282 17 11	23,000 19 11	—
Grants for Blind and Deaf Mute Children	4,076 2 0	162 5 10	—
2. Grants to School Boards under Act 35 and 36 Vict. c. 62, s. 67, and 60 and 61 Vict. c. 62, s. 1	68,055 4 7	1,810 17 3	—
3. Fee Grants for Day Scholars	356,872 14 0	12,201 17 0	—
4. Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,967 15 3	361 15 0	—
5. General Aid Grant	127,371 8 7	—	182 10 11
6. Grants for Training of Teachers	71,577 18 3	6,579 19 7	—
7. Pensions and Gratuities to Teachers	11,972 2 2	780 0 5	—
8. Grants under Code for Continuation Classes	122,533 9 11	—	2,840 0 0
9. Grants for Royal Scottish Museum, Edinburgh	15,171 15 9	687 0 6	—
10. Administration :— £ s. d.			
Office in London — 18,278 11 4			
Inspection — 40,580 19 2	59,665 17 9	1,042 12 5	—
Office in Edinburgh — 806 7 3			
Total	1,763,547 6 2	46,627 7 11	3,022 10 11

(B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1906.	Compared with Year ended 31 Dec. 1905. Increase	Decrease.	From 1839 to 31 Dec. 1906.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Public Schools	815,255 1 9	25,154 8 9	—	15,781,128 13 5
„ Church of Scotland Schools	26,359 15 8	—	1,243 16 6	4,043,878 8 0
„ United Free Church Schools	26,730 17 3	978 10 3	—	
„ Undenominational Schools	30,901 4 10	4,715 19 2	—	
„ Episcopal Schools	14,831 0 2	—	420 5 6	449,606 4 5
„ Roman Catholic Schools	85,331 0 8	1,433 16 4	—	1,466,190 12 2
Administration (as in Table A.)	59,665 17 9	1,042 12 5	—	1,394,104 5 9
Grants to School Boards under Acts 35 & 36 Vict. c. 62, s. 67, and 60 & 61 Vict. c. 62, s. 1	68,055 4 7	1,810 17 3	—	647,181 17 1
Special Grants to Schools in Highlands and Islands ‡	—	—	—	22,236 1 7
Fee Grants for Day Scholars †	356,872 14 0	12,201 17 0	—	4,723,372 16 0
Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,967 15 3	361 15 0	—	115,401 15 6
General Aid Grant	127,371 8 7	—	182 10 11	551,930 17 1
Grants for Agricultural Education ¶	—	—	—	14,000 0 0
Grants for Science and Art * ¶	—	—	—	281,730 19 1
Grants under Code for Continuation Classes	122,533 9 11	—	2,840 0 0	537,696 4 9
Grants for Royal Scottish Museum, Edinburgh	15,171 15 9	687 0 6	—	84,804 4 1
Expenses of Education Board under Act 35 & 36 Vict. c. 62	—	—	—	29,311 3 4
Total	1,763,547 6 2	48,391 9 11	4,786 12 11	30,142,575 0 3

* Prior to 1898 such Grants were paid by the Department of Science and Art.

† These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

‡ These Grants are now paid out of the General Aid Grant.

¶ Grants for Science and Art, for Evening Instruction and for Agricultural Education are now made under the Code for Continuation Classes.

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Table 2.

Table showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters:* Total Amount *expended;* and Number of Children for whom *Accommodation* has been provided:—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School-houses* Built. Institutions. †	No. of Departments comprised in these Institutions. ‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	Total Amount awarded out of Parliamentary Grants. £ s. d.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.) £ s. d.	Total Amount expended. £ s. d.	Number of Children for whom New Schools have been built. § Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom New Schools have been enlarged. ‖ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Total Number of Children for whom Accommodation has been created. § Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
Public Schools - -	980	77	95	887	285	766	370	577,955 7 11	2,097,883 7 8	2,675,838 15 7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43275	266340
Church of Scotland Schools	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	5113	1660	35566	387	959	1619	563	4528	10202	10937	16732	2223	40094
Free Church Schools -	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools - -	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools -	12	5	5	4	9	3	–	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Total - -	1402	189	237	1146	327	1004	498	687,366 11 0	2,828,006 2 5	3,015,372 13 5	29483	30641	188345	41337	284806	7347	5870	34211	6187	53615	36830	36511	217556	47524	338421

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate head teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

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LIST OF DAY SCHOOLS AIDED FROM PARLIAMENTARY GRANT, WITH STATISTICS RELATING THERETO, FOR 1905-6, AND SUPPLEMENTARY LISTS OF SCHOOLS, ETC.

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TABLE No. 3.

LIST OF SCHOOLS (under Counties and School Board Districts) aided from Parliamentary Grant.

1. The particulars given in regard to each School relate to the School Year (Article II.) ended during the twelve months from 1st September, 1905, to 31st August, 1906.
2. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872) are printed in italics.
3. A list of School Boards paid additional grants during the year ended 31st August, 1906, in terms of Section 67 of the Education (Scotland) Act, 1872, as amended by Section 1 of the Education (Scotland) Act, 1897, will be found in Table No. 7. "§ 67" has been printed below against the names of School Boards which appear in that list.

NOTE.—P. denotes that the School is a Public School; H.G.P., that it is a Higher Grade Public School; C.S., that it is in connection with the Established Church of Scotland; F.C., with the United Free Church; E., with the Episcopal Church; R.C., with the Roman Catholic Church. The sign ¶ denotes a fee-paying School, and further particulars as to such Schools will be found in Table No. 5. Where the new figures were not available when going to press, those for the previous year have been given and printed in italics.

In the first of the columns for average attendance above ten is entered the average attendance of Scholars between ten and twelve, and of any above twelve who are still in the Senior Division; in the second column is entered the average attendance of scholars over twelve who are enrolled in Supplementary Courses or Higher Grade Schools. The letter "p" in the column for Certificated Teachers indicates that the teacher is provisionally certificated under Article 60.

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.				£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN.																								
	ABERDEEN (Burgh)§ 67 (29,988)																								
4640	¶Ashley Road	P.	12	1232	1095	209	357	359	56	981	20	...	6	3561	1258	568	..	145	..	..	571	1017	..	23	1243 14 4
6476	Beech Lodge (for Deaf and Dumb)	P.	12	30	...	1	6	3	..	10	..	..	..	...	...	..	..	...	..	..	..	..	..	..	74 7 6
2760	Broomhill	P.	10	1511	1064	197	365	398	80	990	19	..	9	3008	1256	618	..	152	..	..	840	85	..	52	1221 6 2
2805	Causewayend	P.	10	1377	1609	336	527	523	72	1458	28	2	8	4209	1782	906	..	212	..	..	1158	138	..	19	1886 12 8
5208 HG	Central, H.G.	HGP	6	1100	1122	.	..	38	990	1028	31	1	.	6802	2028	500	..	94	..	..	3480	62	75	62	3881 6 0
1201	Commerce Street	P.	10	676	582	130	184	206	26	546	11	..	4	1735	689	329	..	82	..	..	592	42	..	1	676 0 3
1579	Ferryhill	P.	12	1128	1164	198	420	364	59	1051	21	3	4	3148	1400	643	..	159	..	..	643	89	..	59	1278 7 4
2413	Frederick Street	P.	11	1100	719	108	285	281	25	649	17	..	4	2037	722	374	..	92	..	..	1336	52	..	1	808 18 9
2411	Hanover Street	P.	10	940	942	186	316	308	26	831	19	..	4	2903	1092	616	..	128	..	..	858	78	..	11	1022 3 0
4464	Holburn Street	P.	10	977	1038	175	336	371	61	942	20	1	4	2882	1148	568	..	138	..	..	907	80	..	2	1302 10 4
6425	King Street	P.	11	1752	1760	324	631	698	105	1057	33	1	8	4490	2160	1010	..	251	..	..	843	181	..	56	2201 2 0
6210	Kittybrewster	P.	12	1120	1170	218	428	370	41	1057	19	.	8	3402	1560	644	..	182	..	..	770	193	..	46	1828 15 8
	[illegible] Street	P.	10	979	1001	178	342	378	52	950	18	.	8	3402	1382	552	..	144	..	..	744	88	..	4	1644 0 0

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6396	Mile End	P.	12	1158	1146	191	374	445	36	1046	22	1	4	3263	1281	652	..	156	..	..	979	147	..	68	1809	0	2
2566	Old Aberdeen	P.	12	1000	870	169	284	303	40	796	17	..	4	2504	963	494	..	117	..	..	864	65	..	1	1007	12	9
2528	Porthill	P	10	528	537	86	171	211	19	487	10	1	4	1534	567	288	..	70	..	..	576	21	..	11	608	17	3
9062	Rosemount	P.	12	1120	1064	231	384	318	35	968	19	..	8	3010	1068	592	..	134	..	..	1099	98	..	21	1161	17	6
6468	Ruthrieston	P.	11	207	187	33	64	26	..	123	4	..	1	411	86	102	..	13	..	..	197	12	..	..	120	10	0
3966	St. Clement Street	P.	10	712	695	89	181	229	33	532	13	..	4	1960	718	347	..	87	..	..	765	44	..	..	600	3	9
2591	St. John's	P.	11	236	229	41	65	92	4	202	4	..	3	526	..	124	..	10	..	..	385	7	..	..	214	11	7
2572	St. Paul Street	P.	12	1023	956	170	308	320	70	868	20	..	8	2604	1158	517	..	132	..	..	729	68	..	1	1146	9	11
4515	Skene Square	P.	10	1067	1556	262	512	532	84	1390	28	..	10	3969	1755	881	..	205	..	..	1098	97	..	3	1786	1	4
2321	Skene Street	P.	11	763	889	169	294	262	36	761	18	1	4	2445	875	435	..	106	..	..	966	54	..	9	986	5	10
6508	*Sunnybank	P.	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1017	Torry	P.	11	577	770	159	276	286	35	706	16	..	4	1888	819	414	..	99	..	..	489	65	..	2	886	16	4
6006	Walker Road	P.	11	1715	1702	303	618	512	89	1522	29	1	8	3965	1948	970	..	232	..	..	587	181	..	47	1928	10	3
3743	Westfield	P.	10	456	484	98	169	155	16	438	9	1	4	1403	548	264	..	66	..	..	479	41	..	5	528	0	6
3599	Woodside	P.	12	1525	1353	242	480	476	48	1196	27	1	8	3653	1363	713	..	169	..	..	1278	122	..	7	1455	19	6
2581	York Street	P.	10	429	424	88	111	165	12	376	9	..	4	1235	478	226	..	57	..	..	456	22	..	1	485	2	0
3420	Practising	C.S.	6	879	*924*	*139*	*305*	*389*	..	*833*	*17*	..	*11*	*1884*	..	*173*	..	...	..	..	..	*202*	..	*287*	952	7	4
3420 HG	Practising, H.G	HG CS.	6	*207*	*101*	..	..	..	*83*	*88*	*5*	..	..	*805*	..	*16*	..	..	..	..	...	*215*	*150*	*47*	295	10	0
2138	St. Andrew's	E.	1	454	455	71	131	179	10	391	5	4	2	924	429	282	59	59	..	74	..	53	..	10	446	3	3
4015	St. Margaret's Mission	E.	9	412	480	61	124	153	18	356	6	3	4	901	415	220	56	56	..	110	..	38	..	2	422	15	9
2382	Normal	F.C.	6	534	504	101	174	189	..	464	10	..	10	1295	546	276	69	69	..	..	..	20	..	264	559	0	1
2382 HG	Normal, H.G.	HG FC.	6	46	39	..	..	..	33	33	2	..	..	926	126	17	5	5	..	..	..	..	75	99	133	3	11
961	Cathedral	R.C.	1	266	268	42	73	96	18	229	4	..	5	616	250	135	29	32	..	149	..	22	..	..	286	7	8
6112	Queen's Cross	R.C.	1	175	171	16	53	74	9	152	2	..	4	494	187	102	21	24	..	155	..	5	..	..	187	16	9
4296	St. Peter's	R.C.	1	338	346	75	92	99	23	289	3	4	3	805	351	172	44	44	..	175	..	19	..	..	356	5	7
4789	Deaf and Dumb Institution	..	11	..	..	..	3	20	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	123	7	6
	ABERDOUR § 67.																										
2768	Aberdour	P.	4	280	185	30	63	55	10	158	3	1	..	460	191	96	..	24	28	..	116	..	10	..	185	0	9
205	Auchmedden	P.	4	141	78	25	21	21	5	72	1	1	..	198	86	44	..	11	..	..	57	..	..	..	82	10	3
	ABOYNE & GLEN-TANAR.																										
293	Aboyne	P.	3	272	220	44	69	59	22	194	4	1	..	513	226	112	..	28	25	..	123	..	..	..	242	8	0
321	Glen-Tanar	P.	3	113	89	13	24	32	12	81	1	1	..	232	107	46	..	11	..	..	67	..	..	..	117	4	6
	ALFORD.																										
3671	Alford Village	P.	3	238	208	43	61	71	12	187	4	..	..	488	196	107	..	27	..	..	140	..	..	18	218	11	9
2583	Gallowhill	P.	3	159	113	7	43	43	5	98	2	1	..	341	114	59	..	55	42	..	71	..	..	..	116	1	9
	ARDALLIE.																										
1559	Ardallie	P.	5	122	86	13	26	30	7	76	2	1	..	299	109	47	..	12	22	..	109	..	..	..	105	5	6
4101	Ardallie, Female	P.	5	60	59	6	19	23	4	52	1	1	..	149	67	34	..	48	..	..	..	..	..	..	63	8	6
	AUCHINDOIR & KEARN.																										
688	Craig	P.	4	48	20	6	5	6	..	17	1	..	..	89	35	11	..	3	..	..	41	..	..	..	32	18	0
2810	Lumsden	P.	4	262	179	33	57	58	7	155	3	2	..	500	193	98	..	24	22	..	162	..	..	..	182	14	0
	AUCHTERLESS.																										
3535	Badenscoth	P.	6	164	130	17	43	45	15	120	2	..	2	276	144	67	..	17	..	..	88	..	10	..	145	14	4
3458	Kirktown	P.	6	246	126	19	43	41	6	109	2	1	1	344	129	63	..	17	21	..	115	..	..	..	129	10	3
	BELHELVIE.																										
537	Balmedie	P.	5	160	160	27	47	53	19	146	2	1	..	385	186	90	..	23	21	..	65	..	..	.	186	8	9
464	Craigie	P.	5	80	57	13	17	19	2	51	1	..	1	142	49	25	..	6	..	..	62	..	..	..	57	10	9

* New School—Grant to run as from 1st August, 1906.

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TABLE No. 3.

LIST OF SCHOOLS (under Counties and School Board Districts) aided from Parliamentary Grant.

1. The particulars given in regard to each School relate to the School Year (Article II.) ended during the twelve months from 1st September, 1905, to 31st August, 1906.
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In the first of the columns for average attendance above ten is entered the average attendance of Scholars between ten and twelve, and of any above twelve who are still in the Senior Division; in the second column is entered the average attendance of scholars over twelve who are enrolled in Supplementary Courses or Higher Grade Schools. The letter "p" in the column for Certificated Teachers indicates that the teacher is provisionally certificated under Article 60.

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from										Annual Grant paid at end of School Year 1905–1906 £ s. d.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
	ABERDEEN.																								
	ABERDEEN (Burgh) § 67 (29,988)																								
4646	¶Ashley Road	P.	12	1229	1095	209	357	359	56	961	20	..	6	3561	1238	568	..	145	..	..	571	1017	..	23	1243 14 4
6476	Beech Lodge (for Deaf and Dumb)	P.	12	30	..	1	6	3	..	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	74 7 6
2760	Broomhill	P.	10	1511	1064	197	365	398	30	990	19	..	9	3008	1256	618	..	152	..	..	840	85	..	52	1221 6 2
2966	Causewayend	P.	10	1377	1009	336	527	323	72	1458	28	2	8	4209	1782	906	..	212	..	..	1153	138	..	19	1886 12 3
5223 HG	Central, H.G.	HGP	6	1100	1122	.	..	38	990	1028	31	1	.	6902	2028	500	..	94	..	..	3480	62	75	62	3281 6 0
1301	Commerce Street	P.	10	676	582	120	184	206	26	546	11	..	4	1735	689	329	..	82	..	..	592	42	..	1	676 0 8
1479	Ferryhill	P.	12	1122	1164	108	420	354	59	1061	21	3	4	3148	1400	648	..	159	..	..	843	99	..	50	1878 7 4
2412	Frederick Street	P.	11	1100	719	106	285	251	25	649	17	..	4	2037	782	374	..	92	..	..	1226	52	..	1	806 18 0
2411	Hanover Street	P.	10	980	944	138	315	309	26	881	19	..	4	2603	1022	516	..	128	..	..	805	78	..	11	1027 8 0
4424	Holburn Street	P.	10	977	1033	178	355	271	31	942	23	1	4	2837	1148	522	..	138	..	..	907	101	..	8	1388 10 4
4425	King Street	P.	11	1726	1795	324	628	511	152	1667	32	1	7	4611	1764	1011	..	241	..	..	1431	111	..	41	1801 11 2
6210	Kittybrewster	P.	12	1202	1179	213	468	470	61	1199	31	..	7	4181	1668	1014	..	240	..	..	1370	101	..	60	1818 11 0
2755	Marywell Street	P.	10	678	1251	118	248	178	34	478	11	..	4	1729	678	322	..	82	..	..	1	1	..	1	1084 0 0

6286	Mile End		P.	12	1158	1148	191	374	445	36	1046	22	1	4	3268	1281	682	..	156	..	..	979	147	..	65	1609	0	3
3864	Old Aberdeen		P.	12	1000	870	169	284	303	40	796	17	..	4	2504	963	494	..	117	..	..	864	65	..	1	1007	12	9
2523	Porthill		P	10	528	537	86	171	211	19	467	10	1	4	1536	567	288	..	70	..	..	576	21	..	11	606	17	3
2062	Rosemount		P.	12	1120	1064	231	384	318	35	968	19	..	8	3010	1068	592	..	134	..	..	1099	98	..	21	1161	17	6
6468	Ruthrieston		P.	11	207	137	33	64	26	..	123	4	..	1	411	86	102	..	13	..	..	197	12	..	..	190	10	0
3066	St. Clement Street		P.	10	712	595	89	181	229	38	532	13	..	4	1969	718	347	..	87	..	..	755	44	..	..	690	3	9
2591	St. John's		P.	11	236	229	41	65	92	4	202	4	..	3	526	..	124	..	10	..	..	885	7	..	..	244	11	7
2572	St. Paul Street		P.	12	1033	956	170	308	320	70	868	20	..	8	2604	1158	517	..	132	..	.	729	68	..	1	1146	9	11
4515	Skene Square		P.	10	1067	1555	262	512	532	84	1390	28	..	10	3989	1755	881	..	205	..	..	1098	97	..	3	1766	1	4
2321	Skene Street		P.	11	763	889	169	294	262	36	761	18	1	4	2445	875	435	..	106	..	..	966	54	..	9	988	5	10
6508	*Sunnybank		P.	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1017	Torry		P.	11	577	770	159	276	236	35	706	16	..	4	1888	919	414	..	99	..	..	489	65	..	3	886	16	4
6006	Walker Road		P.	11	1715	1702	303	618	512	89	1522	29	1	8	3965	1948	970	..	222	..	..	587	181	..	47	1028	10	3
3743	Westfield		P.	10	456	484	98	169	155	16	438	9	1	4	1403	548	264	..	66	..	..	479	41	..	5	528	0	6
3599	Woodside		P.	12	1525	1353	242	480	476	48	1196	27	1	8	3653	1363	713	..	169	..	..	1278	122	..	7	1455	19	6
2581	York Street		P.	10	429	424	88	111	165	12	376	9	..	4	1235	473	226	..	57	..	..	456	22	..	1	465	2	0
3420	Practising		C.S.	6	879	*924*	*139*	*305*	*389*	..	*833*	*17*	..	*11*	*1884*	..	*175*	..	...	..	..	..	*202*	..	*287*	952	7	4
3420 HG	Practising, H.G		HG CS.	6	207	*101*	..	..	..	*88*	*88*	*5*	..	..	*805*	..	*16*	..	..	..	..	...	*245*	*150*	*47*	295	10	0
2188	St. Andrew's		E.	1	454	455	71	131	179	10	391	5	4	2	924	439	282	59	59	..	74	..	53	..	10	446	3	3
4015	St. Margaret's Mission		E.	9	412	430	61	124	155	18	356	6	3	4	901	415	220	56	56	..	110	..	38	..	2	422	15	9
2382	Normal		F.C.	6	534	504	101	174	189	..	464	10	..	10	1295	546	276	69	69	..	..	..	20	..	264	559	0	1
2382 HG	Normal, H.G.		HG FC.	6	40	39	..	..	..	33	33	2	..	..	826	126	17	5	5	..	..	..	..	75	99	133	3	11
961	Cathedral		R.C.	1	266	268	42	73	96	18	229	4	..	5	616	250	135	29	32	..	149	..	22	..	..	286	7	8
6112	Queen's Cross		R.C.	1	175	171	16	53	74	9	152	2	..	4	494	187	102	21	24	..	155	..	5	..	..	187	16	9
4296	St. Peter's		R.C.	1	388	346	75	92	99	23	289	3	4	3	805	351	172	44	44	..	178	..	19	..	..	356	5	7
4789	Deaf and Dumb Institution		..	11	..	..	..	3	20	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	123	7	6
	ABERDOUR § 67.	(318)																										
2768	Aberdour		P.	4	280	185	30	63	55	10	158	3	1	..	490	191	96	..	24	23	..	116	..	10	..	185	0	9
205	Auchmedden		P.	4	141	78	25	21	21	5	72	1	1	..	198	86	44	..	11	..	..	57	..	..	..	82	10	3
	ABOYNE & GLEN-TANAR.	(297)																										
293	Aboyne		P.	3	272	220	44	69	59	22	194	4	1	..	513	226	112	..	28	25	..	123	..	..	..	242	8	0
321	Glen-Tanar		P.	3	113	89	13	24	32	12	81	1	1	..	232	107	46	..	11	..	..	67	..	..	..	117	4	6
	ALFORD.	(300)																										
3671	Alford Village		P.	3	238	208	43	61	71	12	187	4	..	..	488	196	107	..	27	..	..	140	..	..	18	218	11	9
2583	Gallowhill		P.	3	158	118	7	43	43	5	98	2	1	..	341	114	59	..	55	42	..	71	..	..	..	116	1	9
	ARDALLIE.	(271)																										
1559	Ardallie		P.	5	122	86	13	26	30	7	76	2	1	..	299	109	47	..	12	22	..	109	..	..	..	105	5	6
4101	Ardallie, Female		P.	5	60	59	6	19	23	4	52	1	1	..	149	67	34	..	48	..	..	..	..	..	..	63	8	6
	AUCHINDOIR & KEARN.	(258)																										
688	Craig		P.	4	48	20	6	5	6	..	17	1	..	..	89	35	11	..	3	..	..	41	..	..	..	32	18	0
2810	Lumsden		P.	4	262	179	33	57	58	7	155	3	2	..	500	193	98	..	24	22	..	162	..	..	..	182	14	0
	AUCHTERLESS.	(350)																										
3535	Radenscoth		P.	6	164	130	17	43	45	15	120	2	..	2	276	144	67	..	17	..	..	38	..	10	..	145	14	4
3458	Kirktown		P.	6	246	126	19	43	41	6	109	2	1	1	344	129	63	..	17	21	..	115	..	..	..	129	10	3
	BELHELVIE.	(329)																										
537	Balmedie		P.	5	160	160	27	47	53	19	146	2	1	..	385	186	90	..	23	21	..	65	..	..	.	186	8	9
464	Craigie		P.	5	80	57	13	17	19	2	51	1	..	1	142	49	25	..	6	..	..	62	..	..	..	57	10	9

* New School—Grant to run as from 1st August, 1906.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														£	s.	d.
	ABERDEEN—*cont.*																									
	BELHELVIE—*cont.*																									
523	Menie	P.	5	80	40	9	17	8	1	35	1	..	..	97	£9	£22	..	£6	..	..	£31	..	..	..	25	7	11
4269	Wester Hatton	P.	5	80	78	8	28	30	3	69	1	1	..	137	57	33	..	8	..	..	38	..	..	..	76	9	9
	BIRSE. (223)																									
2081	Ballogie, Female	P.	4	53	40	5	18	14	..	37	p	..	..	64	32	18	..	5	..	..	10	..	..	..	36	7	10
462	Birse	P.	4	71	33	3	11	21	..	35	1	..	..	139	43	25	..	6	..	..	65	..	..	..	86	16	0
448	Finzean	P.	4	130	89	13	26	33	6	78	2	..	..	247	83	44	..	11	41	..	69	..	..	..	93	16	9
641	Forest	P.	4	49	7	2	3	2	..	7	p	..	..	65	25	6	..	2	..	..	29	..	..	4	22	0	0
	BOURTIE. (71)																									
494	Bourtie	P.	2	67	34	4	11	10	3	28	1	..	..	107	55	22	..	5	..	..	25	..	..	..	44	16	0
	CAIRNEY § 67. (291)																									
495	Alehousehillock	P.	6	68	57	7	19	23	..	49	1	1	..	139	61	28	..	47	..	..	2	..	..	..	64	0	9
4422	Cairney	P.	6	146	72	9	20	29	7	65	1	1	..	275	85	38	..	9	28	..	116	..	..	..	84	14	9
4072	Ruthven	P.	6	80	74	11	27	27	..	65	2	..	..	203	72	39	..	59	..	..	34	..	..	..	70	19	9
6485	Shenwell	P.	6	108	54	5	18	18	5	46	2	..	..	202	66	24	..	57	..	..	55	..	..	..	68	6	0
	CHAPEL OF GARIOCH. (351)																									
1030	Chapel of Garioch	P.	2	162	102	10	33	41	6	90	2	1	2	363	116	53	..	54	25	..	106	..	10	..	110	13	3
449	Fetternear Madras	P	2	181	113	21	32	36	9	98	3	..	2	311	113	53	..	54	..	..	98	..	..	..	119	17	6
606	Logie Durno	P.	2	151	94	14	33	25	9	81	3	..	..	343	111	56	..	58	..	..	122	..	..	..	101	8	9
	CLATT. (87)																									
576	Clatt	P.	3	117	66	5	22	27	6	60	1	1	..	190	71	45	..	49	..	..	25	..	..	..	75	17	9
	CLUNY. (247)																									
3027	Clany	P.	5	153	71	6	22	33	..	61	2	..	..	200	67	36	..	59	49	..	89	..	..	..	68	4	9
4066	Clany	F.C.	5	115	77	9	23	29	6	67	1	1	1	176	54	33	8	48	..	17	..	7	..	..	86	11	8
1330	Corrennie, Lady Gordon Cathcart's, Female	F.C.	5	64	50	9	18	11	2	40	1	1	..	81	39	23	6	6	..	..	..	..	..	..	38	15	9
	COULL. (94)																									
3798	Coul	P.	4	103	62	10	18	25	4	57	1	1	..	203	69	38		47	18	2	55	..	..	3	73	18	8

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	CRATHIE & BRAEMAR. (206)																										
394	Aberarder	P.	3	92	21	3	9	2	3	17	1	..	..	70	31	9	..	2	..	..	27	..	..	..	33	6	3
2861	Braemar	P.	3	145	68	11	17	20	9	57	2	..	..	241	71	32	..	58	..	..	79	..	..	..	74	8	6
4380	Crathie	P.	3	112	54	8	14	13	8	43	2	..	..	261	66	22	..	55	22	45	50	..	..	..	67	13	9
186	Inverey District	C.S.	3	40	11	3	2	4	..	9	1	..	..	65	25	5	1	1	..	24	..	..	..	..	24	12	0
242	St. Andrew's	R.C.	3	92	41	15	13	10	..	37	1	..	1	101	34	20	5	5	..	37	..	..	..	..	39	9	3
201	Inverey	R.C.	3	39	17	2	5	8	..	15	1	..	..	65	35	11	3	3	..	14	..	..	..	..	31	13	6
2900	Crathie Side	..	3	66	30	5	7	13	..	25	1	..	..	129	39	13	3	3	..	70	..	..	..	..	42	9	3
	CRIMOND. (144)																										
1	Crimond	P.	5	208	165	21	49	48	31	149	3	1	..	413	183	80	..	20	32	..	80	2	15	..	214	2	6
	CRUDEN § 67. (685)																										
450	Auchiries	P.	3	125	64	7	22	26	..	55	1	1	..	155	68	37	..	9	..	..	41	..	..	1	61	8	6
4034	*Boysbrae*	P.	3	134	83	13	33	26	3	75	1	1	..	206	73	33	..	9	..	..	86	..	..	..	86	7	6
3971	Coldwells	P.	3	169	161	21	50	61	6	138	3	..	2	348	161	77	..	19	..	..	90	..	..	..	168	4	3
3421	Hatton	P	3	199	195	31	59	74	7	171	3	1	2	514	196	97	..	24	..	..	196	..	..	..	203	2	6
4643	Port Errol	P.	3	200	144	28	39	57	3	127	3	..	..	442	145	77	..	39	40	..	140	..	..	..	142	6	3
3846	Errol	E.	3	127	85	14	28	25	3	70	2	1	..	268	76	42	11	51	32	12	..	16	..	..	79	17	9
	CULSALMOND. (157)																										
2903	Culsalmond	P.	2	160	83	14	23	31	3	71	2	..	..	276	80	46	..	11	21	..	119	..	..	..	81	12	9
2843	Tillymorgan	E.	3	63	55	10	20	15	3	48	1	..	..	101	51	26	7	7	..	10	..	..	..	..	55	3	0
	DAVIOT. (122)																										
2733	Daviot	P.	3	150	123	14	38	46	7	105	2	1	..	375	119	71	..	15	20	..	149	..	..	..	126	17	6
	DRUMBLADE. (204)																										
3190	Drumblade	P.	6	200	121	19	44	32	13	108	3	..	..	363	148	68	..	17	28	..	92	..	10	..	137	16	6
	DRUMOAK. (171)																										
146	Drumoak Central	P.	4	155	127	16	37	44	13	110	2	1	1	377	125	59	..	55	24	..	104	..	10	..	143	7	0
500	Glashmore	P.	4	44	39	3	19	13	2	37	1	1	..	105	37	20	..	5	..	..	43	..	..	..	40	18	9
	DYCE. (347)																										
3788	Dyce Overtown	P.	1	108	65	13	20	22	..	55	1	1	..	144	66	36	..	9	..	..	33	..	..	..	60	10	3
1587	Dyce Village	P.	1	326	203	36	63	59	19	177	3	1	4	479	235	117	..	27	28	..	67	..	..	5	234	15	10
	ECHT. (256)																										
3055	Cullerley	P.	5	70	43	6	16	19	..	41	1	..	..	106	40	22	..	6	..	..	37	..	..	..	45	3	3
4264	Kirkton	P.	5	215	124	14	33	47	8	107	2	1	..	411	131	65	..	36	46	..	132	..	..	..	129	5	3
2643	Waterton	P.	5	102	46	7	17	22	..	46	1	..	..	111	53	28	..	7	..	..	23	..	..	..	50	14	0
	ELLON § 67. (782)																										
308	Bersfold	P.	4	147	109	17	41	40	4	102	2	1	..	296	108	55	..	14	..	..	120	..	..	..	116	17	6
1870	Drumwhindle	P.	4	100	93	9	29	37	11	86	2	1	2	353	115	53	..	53	..	..	121	..	10	..	116	19	3
2706	Ellon	P.	6	589	349	68	125	126	..	319	4	3	5	872	396	203	..	51	..	..	122	2	..	96	366	1	3
2706 H.G.	Ellon, H.G.	HGP	6	50	57	..	..	1	51	52	3	..	..	383	138	22	..	5	34	..	144	..	40	..	224	0	9
100	Esslemont	P.	4	134	100	21	30	33	8	92	2	1	..	309	104	49	..	52	..	..	104	..	..	..	110	6	9
	FINTRAY. (159)																										
4318	Disblair	P.	5	86	46	10	14	15	..	39	1	1	..	131	52	22	..	46	..	..	12	..	..	..	51	17	3
1248	Hatton	P.	5	140	90	10	32	33	7	82	2	1	..	312	96	48	..	52	23	..	91	..	..	2	100	1	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	ABERDEEN—*cont.*																								
	Forgue. (260)																								
3141	Forgue	P.	4	180	109	16	33	38	6	93	2	1	..	332	111	56	..	54	22	..	90	..	..	..	111 4 6
3770	Largue	P.	4	140	115	18	36	30	17	96	2	..	..	330	126	58	..	54	..	..	82	..	10	..	129 15 0
3635	Forgue	E.	4	78	33	8	11	9	1	29	1	..	..	76	34	19	5	5	..	11	..	..	..	..	32 4 8
	Foveran § 67. (430)																								
861	Cultercullen	P.	2	210	145	26	46	43	15	130	2	1	1	343	160	78	..	18	6	..	97	..	..	..	165 14 3
320	Foveran	P.	2	204	81	16	25	25	9	75	2	..	1	306	96	46	..	11	26	..	126	..	..	..	96 19 9
3065	Newburgh Mathers	P.	2	247	178	40	52	45	16	153	3	1	1	454	182	91	..	23	..	..	148	..	10	..	186 6 9
	Fraserburgh § 67. (2114)																								
5294 HG.	Academy, H.G.	HGP	6	233	92	..	..	..	85	85	3	1	..	956	282	55	..	14	25	..	362	..	200	19	270 17 10
3806	Broadsea	P.	5	211	227	64	57	71	..	192	3	2	1	451	177	107	..	27	..	..	140	..	..	..	166 13 11
4440	Fraserburgh	P.	5	960	959	2	343	499	..	844	16	1	2	1933	394	451	..	113	..	..	467	..	..	9	963 1 9
6404	Fraserburgh, Infant	P.	5	540	494	321	95	..	..	416	8	2	..	844	419	235	..	59	..	..	131	..	..	..	418 13 3
3517	Fraserburgh, Female Industrial	C.S.	5	188	179	45	55	55	..	155	3	1	1	309	152	81	20	20	18	..	..	..	..	..	158 17 7
3143	St. Peter's	E.	5	304	317	44	115	82	16	257	4	2	3	574	316	155	39	39	26	32	..	..	..	..	305 2 0
	Fyvie. (542)																								
3146	Fyvie	P.	3	179	121	18	32	49	10	109	2	..	2	419	139	65	..	16	55	..	144	..	..	..	142 5 3
3657	Fyvie, Female	P.	3	123	68	8	16	22	13	59	1	1	..	169	78	37	..	49	..	..	5	..	..	..	86 12 1
3289	Meiklefolla	P.	3	204	137	15	44	47	12	118	3	..	..	359	149	69	..	17	28	..	85	..	..	10	146 12 3
1158	Steinmanhill	P.	3	162	47	8	12	16	4	40	1	1	..	150	48	25	..	46	..	..	31	..	..	..	49 2 0
3634	Woodhead	P.	3	162	127	13	44	41	17	115	1	2	..	280	124	60	..	45	..	..	51	..	..	..	151 5 3
4040	St. Katherine's, Female	C.S.	3	96	41	6	16	11	3	36	1	..	..	75	41	21	5	5	..	10	..	..	..	..	43 3 3
	Gartly. (191)																								
2527	Bruce of Gartly	P.	2	47	26	4	7	7	2	20	1	..	..	86	42	16	..	4	..	..	24	..	..	..	39 8 9
3939	Central	P.	2	135	84	5	27	33	6	71	2	..	..	253	102	49	..	12	25	..	66	..	..	..	87 14 3
	Glass. (181)																								
1371	Beldorney	P.	3	101	43	5	11	20	1	37	1	..	1	115	55	24	..	6	..	..	30	..	..	..	56 5 3
509	*Glass*	P.	3	152	100	10	28	50	14	88	2	1	..	238	124	40	..	53	23	..	78	2	..	..	120 17 0

4046	*Ballock*	P.	4	35	19	2	5	8	..	15	p	..	..	66	24	5	..	1	..	..	35	..	..	..	32	1	0
2798	Glenbucket	P.	4	109	63	9	23	22	3	57	1	1	..	240	66	32	..	48	..	..	80	..	..	14	76	9	0
	GLENGAIRN. (34)																										
1026	Glengairn	P.	3	30	22	1	5	12	..	18	1	..	..	30	39	13	..	3	..	..	22	2	..	..	35	14	9
	GLENMUICK & TULLICH. (418)																										
4001	Ballater	P.	3	418	299	57	86	105	15	263	6	..	2	723	313	160	..	40	23	..	172	..	15	..	316	10	3
2330	Birkhall, Female	P.	3	42	34	2	9	10	6	27	1	..	..	78	52	19	..	5	..	..	3	..	..	..	44	17	3
676	Inchmarnock	P.	3	40	23	4	7	9	..	20	1	..	..	75	35	11	..	3	..	..	27	..	..	..	36	16	3
2613	Kinnord, Female	P.	3	40	30	6	11	9	..	26	1	..	..	72	40	14	..	3	..	..	15	..	..	..	42	18	3
	HUNTLY § 67. (1 084)																										
4245	Gordon	P.	6	1304	775	182	228	283	33	686	14	4	6	1718	902	414	..	104	..	..	298	..	..	..	785	6	5
4245 HG.	Gordon, H.G.	HGP	6	337	104	..	..	2	91	93	2	..	..	396	274	54	..	14	108	..	242	..	200	..	308	16	7
88	Kinnoir	P.	6	124	50	10	12	23	..	45	1	1	..	171	65	29	..	47	..	..	30	..	..	..	60	6	9
2864	Longhill	P.	6	65	50	7	17	19	..	43	1	1	..	145	61	25	..	36	..	..	22	..	..	..	62	2	9
3591	Huntly	E.C.	6	126	110	19	34	33	11	97	1	..	2	244	103	48	12	12	..	69	..	..	..	..	124	6	9
	INSCH § 67. (314)																										
3171	*Glenfoudland*	P.	2	87	80	9	26	30	..	65	1	..	..	136	69	36	..	9	..	..	22	..	..	..	81	13	6
4409	Insch	P.	2	411	244	43	78	75	24	220	4	..	5	577	292	129	..	33	35	..	58	..	30	..	257	13	3
4391	Largie	P.	2	128	69	6	26	26	..	58	1	1	..	164	64	31	..	49	..	..	20	..	..	..	64	4	6
	INVERURIE § 67. (732)																										
6455	Inverurie	P.	6	560	625	2	210	297	29	538	10	2	6	1154	688	285	..	71	..	..	108	..	..	2	627	1	11
455 I.G.	Inverurie, H.G.	H.G. P.	6	110	68	..	..	2	55	57	2	..	..	647	142	32	..	8	34	..	338	..	40	3	186	3	9
2660	Market Place, Infant	P.	6	582	228	143	61	..	..	209	4	..	3	440	235	134	..	34	..	..	36	..	..	1	214	14	8
3198	St. Mary's	E.	5	95	92	20	37	14	7	78	1	..	..	153	89	51	13	13	..	12	..	10	..	..	79	14	3
	KEIG § 67 (122)																										
6204	Keig	P.	3	197	110	6	37	41	12	96	2	1	..	448	121	56	..	14	24	..	211	..	10	12	124	17	9
	KEITHHALL & KINKELL. (172)																										
579	Keithhall	P.	6	140	125	18	37	48	3	106	3	..	1	287	115	31	..	15	20	..	50	..	..	5	111	7	6
	KEMNAY § 67. (447)																										
3781	Kemnay	P.	6	428	400	92	152	105	..	349	6	1	3	578	250	212	..	..	..	..	112	..	..	..	360	9	6
781 I.G.	Kemnay, H.G.	H.G. P.	6	80	60	..	..	..	49	49	1	..	..	357	..	29	..	60	24	..	174	..	60	..	158	17	0
	KENNETHMONT. (194)																										
515	Kennethmont	P.	3	168	133	26	44	29	16	115	2	..	2	299	150	70	..	18	24	..	38	..	..	..	152	12	3
903	Old Town	P.	3	63	54	6	17	22	..	45	1	..	..	141	65	28	..	7	..	..	41	..	..	..	63	16	6
	KILDRUMMY. (113)																										
439	Kildrummy	P.	4	137	85	8	27	26	13	74	2	1	..	304	95	44	..	11	23	..	126	..	..	..	99	12	0
	KINCARDINE O'NEIL. (401)																										
3810	Greenburn	P.	4	60	38	5	12	10	..	27	1	..	..	96	28	14	..	4	..	..	40	..	..	..	29	5	6
3452	Kincardine O'Neil	P.	4	146	115	21	38	37	7	103	2	1	..	326	113	58	..	54	..	..	101	..	..	..	122	13	3
3739	Tornaveen	P.	4	100	71	8	24	23	4	59	1	1	..	235	75	35	..	49	9	..	66	..	..	..	81	10	0
2674	Torphins	P.	4	227	204	33	53	63	29	178	3	2	..	540	214	99	..	25	28	..	164	..	10	..	243	7	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																									
	KINELLAR. (105)																									
3225	Kinellar	P.	5	120	79	10	17	30	3	60	1	1	..	186	77	41	..	10	..	..	58	..	..	..	70 8 0
	KING EDWARD. (164)																									
1147	Fishery	P.	3	60	38	11	8	12	3	24	2	..	..	166	31	17	..	54	..	..	63	..	..	..	40 5 0
3224	King Edward	P.	3	186	108	13	34	34	15	96	3	..	1	372	139	68	..	56	28	..	77	..	10	..	181 17 6
	KININMOUTH § 67. (208)																									
1076	Ballearn	P.	5	60	60	10	23	17	..	50	1	1	..	149	56	31	..	48	..	..	14	..	..	..	53 18 3
4329	Kininmouth	P.	5	200	124	15	41	42	9	107	2	1	..	331	133	65	..	16	21	.	81	4	10	1	129 19 0
	KINTORE § 67. (608)																									
2637	Kintore	P.	1	339	300	48	84	91	25	248	5	1	3	726	304	160	..	38	46	..	169	..	10	..	320 18 1
2173	Leylodge	P.	1	86	54	7	20	20	1	48	2	..	..	146	60	58	..	25	..	..	3	..	..	..	54 14 6
4561	Port Elphinstone	P.	1	218	188	32	56	59	12	159	2	1	2	364	181	88	..	23	..	..	72	..	..	..	191 11 3
	LEOCHEL CUSHNIE (251)																									
313	*Cairncoullie Combn.*	P.	3	60	59	11	21	15	4	51	1	1	..	165	71	31	..	8	..	..	55	..	..	..	70 5 9
520	Corse	P.	3	128	111	15	29	39	10	93	2	..	..	250	101	50	..	13	21	..	65	..	..	..	113 1 3
3610	*Craigievar Combn.*	P.	3	140	84	8	25	30	4	67	2	..	..	233	86	43	..	11	..	..	143	..	..	..	82 16 3
3888	Cushnie	P.	3	106	68	13	16	23	3	55	2	..	..	274	61	32	..	58	..	..	123	..	..	..	63 14 3
	LESLIE. (106)																									
3264	Leslie	P.	1	108	103	10	35	39	3	87	2	1	..	338	98	52	..	52	47	..	80	..	..	..	100 8 9
	LOGIE-BUCHAN § 67. (145)																									
4003	Artrochie	P.	4	100	60	10	23	27	4	64	1	1	..	243	69	37	..	49	..	..	88	..	..	..	75 15 9
1493	Tipperty	P.	4	92	90	13	27	29	8	77	1	1	1	225	95	50	..	13	..	..	67	..	..	..	97 3 3
	LOGIE-COLDSTONE. (159)																									
3651	*Logie-Coldstone*	P.	3	155	94	0	31	35	14	80	2	..	2	283	122	51	..	13	32	..	54	..	10	..	128 17 3
2190	Migvie	P.	3	58	37	10	10	10	..	30	1	..	..	90	35	19	..	5	1	..	26	..	..	..	31 14 6
	LONGSIDE. (588)																									
1410	Kinmundy	P.	3	178	138	24	40	38	11	113	3	1	..	304	130	60	..	..	..	..	..	..	..	..	137 4 6

3508	*Longside*	P.	2	297	173	31	57	61	7	156	4	..	..	420	181	91	..	58	45	..	51	..	..	..	181	6	3
526	Mintlaw	P.	2	213	146	23	51	49	11	134	3	..	..	319	165	94	..	21	..	..	48	..	..	..	161	4	3
525	Rora	P.	2	172	127	16	40	47	8	111	2	1	..	327	133	71	..	17	..	..	107	..	..	..	133	4	3
	Lonmay § 67. (357)																										
1431	**Blackhills**	P.	5	134	103	6	37	37	10	90	2	1	1	336	119	57	..	14	..	..	134	..	..	2	117	10	9
527	Lonmay	P.	5	211	146	17	38	51	29	135	3	1	2	497	186	79	..	20	29	..	161	..	15	8	197	16	6
411	St. Combs	P.	5	197	129	26	44	39	3	112	3	..	1	361	137	74	..	19	..	..	130	..	..	2	127	0	3
	Lumphanan. (191)																										
3768	Lumphanan	P.	4	208	140	17	47	50	6	120	2	..	2	386	138	68	..	17	38	..	124	..	..	..	145	4	0
	Meldrum § 67. (417)																										
3677	Commercial Road	P.	4	350	231	..	74	104	18	196	4	1	..	534	271	127	..	32	20	..	84	..	..	..	248	1	0
1898	Kirk Street, Infant	P.	4	126	98	54	81	..	..	85	2	..	..	160	98	56	..	14	..	..	..	..	..	..	77	1	9
1600	Tulloch	P.	4	70	58	11	16	16	4	47	1	..	..	91	44	22	..	5	..	..	20	..	..	..	52	3	0
	Methlick. (348)																										
4324	Cairnorrie	P.	2	141	113	17	34	36	16	103	2	1	1	333	154	64	..	17	..	..	39	..	10	..	141	10	6
125	Methlick	P.	2	282	218	31	61	64	34	190	4	..	4	538	258	118	..	28	31	..	70	..	25	3	260	15	6
	Midmar. (218)																										
3300	Midmar and Corsindae Memorial	P.	5	140	144	22	49	44	13	128	2	1	..	354	155	75	..	19	22	..	82	..	..	1	157	4	6
	Millbrex. (287)																										
2607	Millbrex District, Female	P.	3	64	38	4	11	13	..	28	1	..	..	77	29	16	..	4	..	..	27	..	..	..	30	17	3
1398	Millbrex, Male	P.	3	110	42	3	14	14	4	35	1	..	..	141	45	28	..	6	..	..	68	..	..	..	44	7	6
2977	Millbrex District	C.S.	3	85	57	7	22	21	..	50	1	..	1	108	57	35	9	9	4	..	..	2	..	2	56	17	9
	Monquhitter. (537)																										
4060	Garmond, Female	P.	6	66	36	17	15	1	..	33	1	..	..	81	33	20	..	5	..	..	23	..	..	..	32	12	3
1165	Greeness	P.	6	170	90	8	32	33	7	80	1	1	..	226	98	51	..	12	..	..	63	..	..	..	103	2	3
3937	Monquhitter	P.	6	327	261	43	67	100	29	239	5	..	..	601	304	138	..	35	28	..	82	..	15	..	311	5	3
	Monymusk. (232)																										
24	Monymusk	P.	1	163	134	21	40	49	11	121	3	..	1	385	141	68	..	17	47	..	106	..	..	..	150	1	9
4708	Sir Arthur Grant's	P.	1	75	54	9	12	22	..	43	1	1	..	166	51	28	..	47	5	..	36	..	..	..	47	2	6
4632	Tillyfourie	P.	1	99	56	9	17	23	3	52	1	1	..	154	64	34	..	48	..	..	9	..	..	..	61	16	9
	New Byth § 67. (398)																										
4125	Crudie	P.	6	218	118	15	35	46	10	106	2	..	2	308	127	61	..	15	..	..	102	2	..	1	137	3	0
3410	New Byth	P.	6	242	163	24	49	51	19	143	3	1	..	426	168	80	..	20	27	..	127	4	..	..	122	6	9
1408	Upperbrae	P.	6	121	95	15	31	31	4	81	2	..	..	171	98	49	..	12	..	..	10	2	..	..	82	18	5
	New Deer § 67. (725)																										
2275	*Cairnbanno, Madras*	P.	5	164	110	13	39	33	13	98	2	1	1	277	126	62	..	55	..	..	33	..	..	..	127	16	3
3615	Knaven	P.	5	103	72	7	24	27	7	65	2	..	..	245	74	37	..	49	..	..	84	..	..	..	81	13	3
234	New Deer	P.	5	328	183	..	45	98	27	170	4	..	3	521	223	96	..	24	31	..	136	..	10	1	247	11	6
3425	New Deer, Infant	P.	5	182	105	46	48	1	..	96	2	..	1	200	102	60	..	15	..	..	23	..	..	..	97	2	0
1078	Oldwhat	P.	5	120	45	8	12	16	4	40	1	1	..	229	58	27	..	47	..	..	102	..	..	..	46	16	0
4196	Whitehill	P.	5	151	102	8	34	34	15	91	2	..	2	301	134	58	..	14	27	..	58	..	10	..	126	12	6
2897	**Bonnykelly**	..	5	124	47	9	19	16	..	44	1	1	..	142	43	23	6	46	..	31	..	..	..	1	47	14	6
	Newhills § 67. (1117)																										
2915	*Blackburn*	P.	6	166	105	14	36	32	7	89	1	1	2	248	125	63	..	16	..	..	44	..	..	..	106	16	0
2761	Bucksburn	P.	6	583	496	103	149	131	37	420	9	1	3	1074	514	249	..	63	26	..	191	6	25	..	520	16	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905-1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904-1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Course of Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	NEWHILLS—*cont.*																							
443	Kepplehills	P.	6	112	49	10	14	17	2	43	1	1	..	148	48	24	..	56	..	..	19	..	..	..	48 12 9
3228	Kingswells	P.	6	140	92	17	35	31	2	85	1	1	1	239	90	48	..	12	..	..	89	..	..	..	98 14 9
2682	Stoneywood	P.	6	599	360	64	127	104	22	317	6	1	3	854	386	192	..	47	..	..	216	8	10	..	401 17 7
	NEW MACHAR. (287)																							
357	New Machar	P.	5	214	164	14	54	61	14	143	2	1	..	378	189	96	..	24	22	..	47	..	..	1	178 1 9
3328	Parkhill Female	P.	5	108	71	9	23	30	1	63	1	1	..	146	88	45	..	11	..	..	6	..	..	..	70 19 0
3955	*Whiterashes*	P.	5	119	77	10	25	28	1	64	1	1	..	221	69	36	..	49	..	..	67	..	..	..	73 19 0
	NEW PITSLIGO § 67. (509)																							
1164	*Glasslaw*	P.	2	70	34	5	13	10	2	30	1	..	..	93	47	17	..	4	..	..	25	1	..	..	50 7 0
3331	New Pitsligo	P.	2	464	249	44	66	80	23	213	4	1	4	577	284	122	..	32	29	..	98	..	15	1	270 1 0
2234	St. John's	E.	2	314	195	41	59	49	11	160	3	..	3	359	194	98	23	24	11	39	..	6	..	..	197 0 3
	OLD DEER. (657)																							
3083	Bulwark	P.	2	62	43	13	17	10	..	40	1	..	..	81	35	23	..	5	..	..	19	..	..	1	42 16 9
2905	*Clochcan*	P.	2	110	103	23	32	29	2	86	2	1	..	298	86	54	..	53	..	..	101	..	..	..	93 6 0
419	Fetterangus	P.	2	110	99	15	36	28	3	82	1	2	..	270	92	52	..	43	..	..	83	..	..	..	92 19 0
5871	*Maud*	P.	2	390	233	45	63	82	14	204	4	2	..	543	239	121	..	30	..	..	138	..	15	..	243 6 0
3424	Old Deer	P.	2	167	139	14	31	42	23	111	3	1	..	507	163	70	..	48	63	..	140	8	15	..	134 7 6
3976	*Shannas Side*	P.	2	142	92	13	26	39	7	85	2	1	..	260	108	50	..	13	..	..	94	..	..	..	106 9 3
2473	Stuartfield, Girls	P.	2	140	111	23	31	41	.	96	1	2	..	239	104	66	..	45	..	..	23	..	..	..	104 19 3
	OLD MACHAR. (287)																							
5643	Bridge of Don	P.	2	139	97	22	32	25	7	86	2	1	..	241	93	49	..	52	..	..	45	5	..	..	103 7 3
3523	Denmore	P.	2	101	75	16	24	23	7	69	2	..	..	177	84	39	..	10	..	..	40	5	..	..	84 5 6
1064	Whitestripes	P.	2	97	71	15	18	23	6	62	2	..	..	186	70	33	..	48	..	..	28	7	..	..	75 14 9
	OYNE. (166)																							
3675	Oyne	P.	2	164	114	9	34	43	14	100	2	1	1	370	188	61	..	31	27	..	104	..	10	..	126 19 3
	PETERCULTER. (890)																							
370	Countesswells	P.	1	84	61	8	23	19	2	52	1	1	..	107	61	31	..	48	..	1	26	..	..	..	40 5 0
468	Cralgton	P.	1	455	366	71	119	106	23	319	7	1	1	929	379	200	..	47	80	2	271	..	..	..	360 19 3

146	Office																								
722	Eddleston	P.	1	89	64	5	22	28	..	55	1	..	..	147	74	57	..	9	..	1	50	..	..	..			
	PEEBLES (Burgh) § 67. (2557)																								
4260	Academy	P.	6	185	77	..	..	28	35	68	3	1	1	408	227	86	..	51	..	..	41	3	..	..	147	9	4
4260 H.G.	¶Academy, H.G.	HGP	6	366	246	..	..	4	223	227	9	..	..	1615	683	114	..	27	34	..	416	116	225	..	892	5	8
3769	Buchanhaven	P.	5	156	116	48	58	1	..	107	1	2	..	345	108	61	..	15	..	..	58	8	..	..	107	18	9
3327	Central	P.	5	260	378	2	319	484	..	805	17	1	8	1245	871	450	..	118	..	..	449	62	..	..	943	9	6
2171	Infant	P.	5	440	432	252	117	..	..	369	7	1	2	814	375	223	..	56	..	..	157	3	..	..	379	17	3
557	North	P.	5	360	496	..	171	248	18	432	9	..	6	1161	482	225	..	56	..	..	363	30	..	..	548	5	10
4700	North, Infant	P.	5	249	237	148	68	..	..	206	4	..	2	460	266	117	..	29	..	..	107	4	..	..	217	10	3
2247	St. Peter's	E.	5	339	370	82	121	130	..	333	4	3	3	709	360	194	49	49	..	22	..	37	..	2	368	6	6
	PEEBLES (Landward) § 67. (712)																								
2985	Blackhills	P.	5	130	111	19	36	37	13	105	2	..	..	244	125	61	..	15	1	..	42	..	..	..	122	6	5
194	Boddam	P.	5	480	261	62	73	81	10	226	5	..	..	554	251	134	..	33	3	..	133	..	..	..	256	9	3
2584	Burnhaven	P.	5	216	175	35	57	50	13	155	4	..	..	441	215	106	..	26	1	..	93	..	..	..	193	4	0
901	Tertorston	P.	5	144	101	22	40	22	11	95	2	1	..	276	112	58	..	54	1	..	52	..	..	..	116	8	6
	PITSLIGO § 67. (558)																								
2822	Pitsligo	P.	4	186	55	19	20	18	..	50	1	1	..	162	50	28	..	47	..	..	37	..	..	..	53	13	6
2543	Rosehearty	P.	4	422	343	76	106	96	29	307	5	1	3	752	338	166	..	41	31	..	161	..	15	..	371	7	0
960	Sandhaven	P.	5	218	185	32	52	62	19	165	2	1	3	372	202	96	..	24	..	..	50	..	..	..	188	0	9
	PREMNAY. (223)																								
4077	Premnay	P.	1	120	104	15	34	27	12	88	2	1	..	348	117	54	..	54	30	..	79	..	15	..	117	15	9
	RATHEN § 67. (567)																								
3780	Inverallochy	P.	4	382	295	71	77	77	27	252	4	3	1	616	316	154	..	38	..	..	108	..	..	..	309	3	3
4013	Memsie	P.	4	99	70	7	30	21	2	60	1	1	..	169	71	43	..	11	..	..	45	..	..	1	68	9	9
558	Rathen	P.	4	230	168	21	52	49	24	146	4	..	..	440	169	79	..	50	46	..	98	..	..	..	194	5	9
	RAYNE. (245)																								
683	North	P.	4	168	143	14	48	50	15	127	3	1	..	422	167	79	..	20	27	..	119	..	10	..	161	1	6
2878	Old Rayne, Female	P.	4	76	70	10	26	27	..	63	1	1	..	160	68	37	..	49	..	..	6	..	..	1	69	0	3
	RHYNIE § 67. (232)																								
4252	Duff's	P.	2	72	58	10	18	17	7	52	1	1	..	149	64	34	..	48	..	..	..	4	..	..	67	3	3
3205	Lesmore	P.	2	85	70	11	26	20	2	59	1	1	..	178	76	36	..	49	..	..	12	6	..	..	76	12	0
3345	*Rhynie*	P.	2	240	163	27	42	50	7	126	3	1	..	402	148	73	..	49	50	..	21	11	..	49	146	6	6
	ST. FERGUS. (285)																								
40	Central	P.	4	287	151	17	46	64	7	134	2	1	2	388	161	80	..	20	26	..	101	..	..	..	100	5	0
1347	Northern	P.	4	101	42	5	21	18	..	39	1	..	..	152	45	25	..	46	..	..	26	1	..	10	42	10	3
	SAVOCH. (392)																								
1874	Arnage	P.	5	121	82	11	27	30	5	73	2	1	..	235	98	52	..	43	..	..	98	..	..	..	87	1	0
409	Braeside	P.	5	111	79	16	24	22	7	69	2	..	..	239	84	44	..	11	..	..	100	..	..	..	88	16	6
2419	Savoch, Girls'	P.	5	104	51	9	17	20	..	46	1	1	..	147	49	27	..	7	..	..	65	..	..	..	51	5	6
	SKENE. (309)																								
2984	Central	P.	5	160	79	9	23	27	13	72	2	1	..	244	101	47	..	52	25	..	110	..	10	..	98	3	9
1155	Carlogie	P.	5	100	61	5	22	22	5	54	1	1	..	163	59	31	..	45	..	..	25	..	..	..	68	0	0
6412	Lyne	P.	5	83	93	13	37	31	6	87	2	..	..	202	88	49	..	12	..	..	52	..	..	2	104	10	9
4337	Westhill	P.	5	131	78	12	24	25	5	66	1	1	..	176	69	38	..	9	..	..	59	..	..	..	79	8	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904-1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905-1906. £ s. d.
	ABERDEEN—*cont.*																								
	Slains. (210)																								
1435	Collieston	P.	5	74	56	17	18	18	..	48	1	..	1	127	47	27	..	7	..	..	46	..	..	..	50 1 9
3811	Slains	P.	5	100	52	6	14	18	6	44	1	1	..	243	69	33	..	48	24	..	69	..	..	..	56 16 6
3919	The Bruce Hay, Girls' (*now closed*)	P.	5	72	20	3	7	6	..	16	P.	..	..	88	22	12	..	3	12	..	39	..	..	..	17 10 3
	Strathdon. (211)																								
500	Corgarff	P.	4	58	32	2	7	13	4	26	1	..	..	172	54	18	..	5	..	..	96	..	..	..	49 15 3
3948	Knockiea	P.	4	48	36	4	10	12	2	28	1	..	..	92	47	17	..	4	..	..	22	..	..	1	48 12 0
3614	Strathdon	P.	4	100	78	12	19	28	9	68	2	..	..	303	84	40	..	10	46	..	122	..	..	..	96 19 6
4042	Tillyduke	P.	4	74	20	2	9	7	..	18	1	..	..	104	41	13	..	3	..	..	47	..	..	..	34 15 9
	Strichen. (431)																								
3376	Strichen	P.	12	478	319	41	103	92	43	279	7	1	2	851	391	168	..	44	34	..	155	..	60	..	379 18 4
3612	Techmuiry, 2nd	P.	12	115	42	4	16	16	..	36	1	..	..	101	41	23	..	6	..	..	32	..	..	..	39 16 0
3507	All Saints'	E.	12	160	67	23	17	13	7	60	1	1	2	153	52	26	7	47	..	13	..	..	1	..	74 5 9
	Tarland. (132)																								
3800	Tarland	P.	3	175	167	26	57	51	9	143	2	1	..	333	157	80	..	20	21	..	56	..	..	..	167 14 9
	Tarves. (469)																								
5654	Auchedly	P.	3	80	71	10	23	30	2	65	1	..	..	156	77	42	..	11	..	..	27	..	..	..	74 7 0
620	Barthol Chapel	P.	3	124	90	10	37	32	..	79	2	..	..	236	79	43	..	11	20	..	83	..	..	..	87 19 0
4321	Craigdam, Female	P.	3	102	98	9	36	34	5	84	2	..	..	198	109	55	..	14	..	..	16	..	..	..	95 19 1
575	Tarves, Combined	P.	3	233	177	16	68	51	16	151	3	1	..	453	190	91	..	53	25	..	84	..	10	..	191 8 9
	Tough. (139)																								
4036	Tough	P.	3	150	133	18	47	40	11	116	2	1	..	350	163	77	..	19	24	..	65	..	..	2	145 14 6
	Towie. (187)																								
4026	Ardlair	P.	4	87	35	3	13	7	..	23	1	..	..	98	44	17	..	4	2	..	22	2	..	..	44 9 9
3905	Towie	P.	4	149	92	9	24	34	14	81	3	..	..	361	117	59	..	53	28	..	100	..	10	..	116 10 9
5306	Tullynessle and Forbes. (193) Tullynessle and Forbes	P.	3	190	132	14	45	45	8	112	3	..	..	470	128	84	..	..	..	..	..	..	..	..	..

	TURRIFF § 67.	(839)																							
4199	Ardmiddle		P.	6	102	86	13	36	23	4	76	2	..	..	207	89	44	..	11	..	..	64	..	..	..	87 14 3
1725	Birkenhills		P.	6	110	91	13	32	33	..	78	2	..	..	206	94	53	..	13	..	..	46	..	..	..	85 5 9
2619	Fintry		P.	6	147	90	13	28	31	8	80	2	1	..	265	109	53	..	53	..	..	50	..	..	..	98 12 3
3396	Turriff		P.	6	642	571	100	194	212	..	506	9	2	8	1061	516	303	..	77	..	..	150	..	..	5	564 6 0
3396 H G	Turriff, H.G.		HGP	6	118	96	..	..	4	89	93	2	..	..	589	256	48	..	11	34	..	180	..	60	..	344 17 4
	TYRIE.	(154)																							
3973	Tyrie		P.	2	156	70	6	30	23	..	59	2	..	..	318	68	36	..	59	48	..	106	..	..	..	64 19 3
2541	Boyndlie		E.	2	155	101	18	24	33	3	78	1	1	1	179	107	48	13	12	9	10	..	..	..	..	96 8 6
	UDNY.	(340)																							
3773	Pitmedden		P.	3	161	133	16	45	45	9	115	2	1	1	326	134	67	..	17	..	..	109	..	..	..	142 4 9
2829	Udny Green		P.	3	145	104	15	40	29	6	90	2	1	..	292	99	46	..	52	21	..	75	..	..	..	106 13 3
	YTHAN WELLS § 67.	(228)																							
3140	Corse		P.	4	120	51	6	19	19	3	47	1	1	..	155	50	23	..	47	..	..	31	..	..	..	55 17 9
2504	Ythan Wells		P.	4	180	105	14	37	29	10	90	2	1	..	331	117	55	..	54	25	..	78	..	..	2	111 16 3
	TOTAL				76495	62200	10450	19609	20879	4873	55311	1166	185	350	169763	67576	32693	526	11048	2780	1148	45858	3989	1630	1525	72,302 0 6
	ARGYLL																								
	ACHARACLE.	(202)																							
2911	Acharacle		P.	7	*90*	*59*	*4*	*19*	*28*	..	*51*	*1*	..	..	*171*	*88*	*35*	..	*9*	*34*	..	*6*	..	..	..	86 6 0
1623	Eilanshona		P.	7	35	7	..	2	5	..	7	p	..	..	84	23	4	..	1	..	..	55	..	..	..	23 18 0
2035	Glenborrodale		P.	7	56	10	3	2	3	..	8	p	..	..	72	24	4	..	1	..	..	43	..	..	..	24 12 0
1814	Kinlochmoidart		P.	7	24	15	3	7	1	2	13	1	..	..	59	23	7	..	2	..	..	22	..	..	..	33 0 0
4623	Refollan		P.	7	45	14	1	5	5	2	13	1	..	..	62	34	8	..	2	..	..	18	..	..	..	36 10 3
2058	Mingarry		R.C.	7	60	40	1	8	24	2	35	1	..	..	120	60	20	5	5	..	30	..	1	..	..	59 12 0
	ARDCHATTAN AND AIRN.	MUCK- (350)																							
707	*Achaleven*		P.	5	107	51	6	21	16	3	46	2	..	..	253	75	29	..	57	..	..	91	..	..	..	73 10 9
755	Ardchattan		P.	5	83	93	14	23	37	..	74	2	..	..	216	90	37	..	59	..	..	30	..	..	..	106 19 9
1196	Glenetive		P.	5	25	19	3	5	6	..	14	1	..	..	72	37	10	..	3	..	..	22	..	..	..	31 19 0
4907	Letterwood		P.	5	54	26	4	7	12	1	24	1	..	..	93	48	15	..	4	..	..	26	..	..	..	47 9 6
3260	Lochnell		P.	5	85	52	12	17	9	..	38	1	..	..	215	74	23	..	8	..	..	111	..	..	..	72 10 3
2270	*Taynuilt*		P.	5	100	94	4	20	38	..	62	2	..	1	256	97	45	..	13	..	..	102	..	..	..	80 12 6
	ARDGOUR.	(82)																							
2466	Ardgour		P.	6	60	27	7	9	9	..	25	1	..	..	81	43	8	..	3	..	..	27	..	..	..	46 13 3
3332	Duisky		P.	6	40	34	..	11	18	..	29	1	..	..	119	54	12	..	4	..	..	47	3	..	..	54 0 0
1856	Kingairloch		P.	6	36	8	1	3	3	1	8	1	..	..	80	24	3	..	1	..	..	52	..	..	..	25 9 6
836	Trislaig		P.	6	36	35	2	11	16	..	29	1	..	..	89	52	11	..	4	..	..	19	2	..	..	51 14 0
	ARDNAMURCHAN § 67.	(116)																							
4028	Achosnich		P.	7	67	27	..	9	13	..	22	1	..	..	126	45	13	..	3	..	..	65	..	..	..	40 2 3
768	Kilchoan		P.	7	60	32	4	10	13	..	27	1	..	..	108	51	17	..	4	..	..	35	..	..	..	45 7 6
1186	Kilmory		P.	7	51	18	1	6	7	2	16	1	..	..	83	40	11	..	3	..	..	27	..	..	..	33 0 9
	CAMPBELTOWN (Burgh) § 67.	(185C)																							
3068	Dalintober		P.	4	823	580	129	189	201	..	519	9	4	2	1427	697	314	..	79	..	..	337	..	..	..	690 19 7
2415	¶Grammar		P.	6	655	422	62	116	159	37	374	9	..	1	1150	575	230	..	57	15	..	71	202	..	..	658 3 8

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	CAMPBELTOWN (Burgh)—*cont.*																								
2415 H.G.	¶Grammar, H.G.	HGP	6	259	175	..	..	..	149	149	5	3	..	1608	762	95	..	24	20	..	428	78	..	202	775 12 11
1592	Millknowe	P	4	334	608	113	196	234	..	543	10	3	7	1676	748	335	..	84	..	..	509	..	..	..	740 2 1
1962	St. Kieran's	R.C.	4	345	139	26	46	52	..	124	2	..	1	362	174	90	23	23	..	8	..	5	..	30	161 8 0
	CAMPBELTOWN (Landward).																								
3527	Auchencorvie (420)	P.	4	90	39	9	12	9	4	34	1	1	..	228	78	26	..	47	..	..	63	..	14	..	65 1 8
3068	Drumlemble	P.	4	178	162	26	51	61	11	149	3	..	..	396	201	88	..	22	..	..	68	..	17	1	212 10 5
1199	Kilmichael	P.	4	72	47	7	12	17	3	30	1	..	..	138	65	23	..	6	..	..	40	..	4	1	67 11 0
6477	Machrehanish	P.	4	74	16	8	7	..	..	15	p	..	..	75	8	8	..	2	..	..	58	..	..	..	17 14 6
3483	Peninver	P.	4	38	22	3	7	10	..	20	1	..	..	161	42	11	..	3	..	..	99	..	3	4	42 1 10
	COLL. (77)																								
2083	Acha	P.	7	30	*25*	..	*11*	*10*	..	*21*	*1*	..	..	*105*	*43*	*16*	..	*4*	..	..	*37*	..	..	..	33 7 9
4052	Arinagour	P.	7	72	40	4	18	11	5	38	1	..	..	155	67	23	..	6	..	..	60	..	..	..	70 2 3
4908	Cornaig	P.	7	38	*18*	*5*	*3*	*6*	*2*	*16*	*1*	..	..	*134*	*40*	*11*	..	*3*	..	..	*80*	..	..	..	36 2 6
	COLONSAY AND ORONSAY. (62)																								
2084	Kilchattan	P.	7	52	36	4	8	13	..	25	1	..	..	127	57	17	..	4	..	..	49	..	..	..	42 3 0
	CRAIGNISH. (54)																								
3044	Craignish	P.	5	35	40	5	13	15	..	33	1	..	..	147	55	19	..	5	..	..	59	1	8	..	58 1 6
	CUMLODDEN § 67. (106)																								
1379	Furnace	P.	5	142	78	13	24	28	6	71	2	..	..	254	103	46	..	11	..	..	73	..	10	11	98 15 0
	DUNOON & KILMUN. (1724)																								
2969	Ardentinny	P.	3	60	38	5	12	13	6	36	1	..	..	170	61	19	..	5	..	..	33	4	..	..	59 3 0
2226	Dunoon Grammar	P.	6	759	554	94	200	282	..	576	10	2	6	1606	747	331	..	83	..	..	370	76	..	..	358 7 6
2285 R.C.	Dunoon Grammar, H.G.	HGP	6	181	110	..	..	..	108	108	3	1	..	967	434	65	..	16	..	..	254	80	148	..	486 7 6
4398	Glenlean	P.	3	54	28	2	9	9	..	20	1	..	..	97	44	18	..	..	..	..	30	1	..	..	41 8 8
4265	Ignallan	P.	2	140	102	14	28	42	..	70	2	..	..	273	126	52	..	..	..	..	107	2	..	..	107 18 8
2260	Kirn	P.	8	310	176	32	50	78	..	128	5	1	..	474	198	82	..	25	..	..	157	7	..	..	211 10 0

95	Rashfield	P.	3	88	70	18	22	30	..	65	1	..	..	212	97	38	..	10	..	..	60	6	..	..	97	3	6
2537	Sandbank	P.	3	208	168	33	58	50	11	152	2	2	..	469	194	86	..	41	..	..	188	10	..	..	208	9	6
2220	Strone	P.	3	160	86	14	21	21	17	88	2	1	..	404	189	50	..	12	..	..	197	6	..	..	129	6	3
3695	Toward	P.	3	54	31	8	10	12	..	30	1	..	..	122	51	20	..	5	..	..	44	3	..	..	46	8	0
1258	St. Mun's	R.C.	3	114	83	11	29	34	..	74	1	1	..	208	72	41	10	10	..	52	..	2	..	2	97	2	0
	GIGHA & CARA § 67. (32)																												
272	Gigha	P.	4	94	71	12	25	2	7	67	1	1	..	208	97	40	..	10	..	..	47	..	12	2	96	8	3
	GLASSARY. (228)																												
5872	Cairnbaan	P.	5	51	23	3	10	8	..	21	p	..	..	70	35	12	..	3	..	..	19	..	..	..	37	3	0
1265	Ford	P.	5	60	22	2	10	5	4	21	1	..	..	120	37	10	..	3	..	..	70	..	..	..	46	17	9
510	Glassary	P.	5	106	63	6	20	28	4	58	1	1	..	220	95	33	..	48	..	..	44	..	..	..	102	15	8
522	Lochgair	P.	5	60	43	14	15	10	..	39	1	..	..	104	63	23	..	6	..	..	72	..	..	..	63	8	0
4251	Minard	P.	5	111	62	7	18	29	..	54	2	..	..	210	86	35	..	49	..	1	39	..	..	..	80	17	9
	GLENARAY AND INVERARAY (Burgh). (181)																												
715	Bridge of Douglas	P.	5	72	27	3	7	9	6	25	1	1	..	123	56	15	..	44	..	..	8	..	..	..	54	18	3
3653	Inverary Grammar	P.	5	152	124	19	32	35	16	102	3	..	2	574	159	58	..	57	14	..	272	..	12	1	188	9	0
	GLENORCHY & INISHAIL. (194)																												
1340	Bridge of Orchy	P.	5	30	15	3	2	7	..	12	1	..	..	66	31	7	..	2	..	..	26	..	..	..	29	19	3
741	Cladich	P.	5	36	14	1	4	7	..	12	1	..	..	73	28	6	..	2	..	..	37	..	..	..	30	18	3
740	Dalmally	P.	5	121	71	9	17	29	6	61	3	..	..	441	135	47	..	53	..	..	196	..	11	..	128	13	3
	INVERCHAVLAIN. (41)																												
4309	Inverchavlain	P.	4	49	31	3	6	6	3	18	3	..	..	187	43	18	..	53	..	..	78	..	..	..	59	9	6
3639	South Hall	P.	4	41	12	1	5	4	..	10	1	..	..	69	23	4	..	1	..	..	42	..	..	..	28	0	6
	JURA. (113)																												
1575	Ardlussa	P.	6	30	23	7	6	8	4	25	1	..	..	121	43	18	..	3	..	..	63	..	..	..	47	0	0
1496	Knockrome	P.	6	56	25	3	8	10	..	21	2	..	..	106	40	11	..	3	..	..	51	..	..	..	42	7	6
775	Small Isles	P.	6	56	39	7	8	11	8	34	2	..	..	294	110	31	..	51	..	..	90	..	13	..	109	8	3
	KILARROW AND KILMENY. (558)																												
3469	Bowmore	P.	6	224	206	35	73	71	..	179	5	..	1	427	256	108	..	28	..	..	40	..	..	1	268	6	9
3469 H.G.	Bowmore, H.G.	P.	6	61	31	..	..	..	27	27	1	..	..	343	50	16	..	2	60	..	151	..	65	..	115	2	0
735	Bunahabhain	P.	6	58	22	5	6	8	..	19	1	..	..	80	35	9	..	2	..	..	34	..	..	..	39	5	0
445	Kells	P.	6	98	50	10	13	21	1	45	1	..	1	118	60	23	..	6	..	..	29	..	..	..	68	2	0
798	Kilmeny	P.	6	98	33	10	20	33	5	78	1	1	..	222	114	44	..	11	..	..	19	..	..	34	111	14	6
3306	Mulindry	P.	6	61	41	6	13	19	..	38	1	..	..	74	58	20	..	5	..	..	..	..	..	..	64	10	9
4488	Newton of Kilmeny	P.	6	144	105	11	27	47	7	92	1	2	..	271	125	52	..	43	..	..	50	..	..	..	139	16	6
	KILBRANDON AND KILCHATTAN § 67. (276)																												
1958	Ardincaple	P.	6	49	35	5	11	13	..	29	p	..	..	90	52	17	..	4	..	..	15	..	..	..	47	17	3
4081	Kascaie	P.	6	240	116	26	25	35	18	104	2	1	4	493	221	66	..	47	..	..	126	..	33	..	201	15	5
1054	Luing	P.	6	109	76	3	18	36	5	62	2	..	1	226	87	28	..	59	..	..	44	..	..	..	91	17	6
5285	North Luing	P.	6	51	44	12	22	4	..	38	p	..	..	73	42	22	..	5	..	..	4	..	..	..	44	16	0
	KILCALMONELL. (93)																												
3211	Clachan	P.	4	119	49	3	17	18	5	43	1	1	..	208	84	26	..	46	..	..	52	..	..	..	82	11	9
716	Whitehouse	P.	4	57	48	6	14	21	..	41	1	..	..	130	64	23	..	6	..	..	38	..	..	..	68	11	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	KILCHOMAN § 67. (504)																								
3779	Gortan	P.	6	98	49	6	11	22	..	39	1	1	..	176	61	23	..	6	..	..	86	..	..	..	61 2 0
2436	Kilchoman	P.	6	107	84	3	24	38	8	73	1	1	..	188	118	42	..	11	..	..	23	..	..	..	121 12 6
1444	Kilnave	P.	6	37	18	2	6	7	1	16	1	..	..	80	39	11	..	3	..	..	26	..	..	..	35 19 0
2627	Port Charlotte	P.	6	207	151	20	47	57	15	139	3	..	1	390	208	77	..	19	..	..	57	..	27	1	236 15 1
2489	Portnahaven	P.	6	180	120	17	34	53	6	110	2	..	3	319	184	59	..	15	30	..	81	..	..	..	156 15 3
2771	Rockside	P.	6	52	24	3	5	12	..	20	p	..	..	75	40	13	..	3	..	..	19	..	..	..	39 8 0
	KILCHRENNAN & DELAVICH. (101)																								
226	Ardchonnel	P.	5	37	12	3	3	4	..	10	1	..	..	100	34	9	..	2	3	..	52	..	..	..	27 14 6
2359	Delavich	P.	5	40	9	..	1	5	..	6	p	..	..	54	25	5	..	1	1	..	22	..	..	..	22 12 3
223	*Kilchrennan*	P.	5	59	49	7	15	15	8	45	1	..	1	173	95	30	..	8	8	..	33	..	..	..	79 4 0
5656	Sonachan	P.	5	23	11	1	4	4	..	9	p	..	..	64	29	5	..	2	2	..	26	..	..	..	26 15 0
	KILDALTON. (351)																								
2676	Ardbeg	P.	6	92	46	7	14	19	..	40	1	1	..	190	38	18	..	45	..	..	90	..	..	..	51 18 3
2869	Glenegidale	P.	6	66	16	1	6	6	..	13	1	..	..	80	31	7	..	2	..	..	40	..	..	..	32 1 6
1211	Kintour	P.	6	40	11	3	2	5	..	10	1	..	..	75	28	6	..	2	..	..	40	..	..	..	27 15 9
480	Oa	P.	6	72	9	1	3	3	..	7	1	..	..	80	24	4	..	1	30	..	21	..	..	..	24 1 9
3604	Port Ellen	P.	6	308	213	25	52	81	24	182	4	1	1	624	325	110	..	27	..	..	184	..	28	..	316 10 2
	KILFINAN. (336)																								
4237	Ardlamont	P.	4	36	33	7	11	10	3	31	1	..	..	94	54	19	..	5	..	..	16	..	..	..	58 2 0
2775	Kilfinan	P.	4	80	25	2	10	7	4	23	1	..	..	97	49	16	..	4	..	..	28	..	..	..	49 17 6
4341	Millhouse	P.	4	136	79	9	18	34	9	70	2	1	..	256	91	40	..	10	..	..	114	..	..	1	104 0 6
94	Otter Ferry	P.	4	37	14	..	4	7	2	13	1	..	..	68	34	8	..	2	..	..	19	..	..	..	32 15 0
2298	Tighnabruaich	P.	4	156	109	28	50	58	17	153	3	..	2	444	248	88	..	21	..	..	77	..	20	..	259 19 4
	KILFINICHEN & KILVICKEON § 67 (297)																								
5665	Ardchevaig	P.	6	27	15	1	4	7	1	13	p	..	..	60	37	10	..	3	..	..	10	..	..	..	32 6 0
230	Bunessan	P.	6	105	53	7	24	40	5	76	1	1	..	214	98	43	..	11	..	..	56	..	..	..	106 16 0
2847	Cvelch	P.	6	124	33	3	18	27	1	49	1	..	..	175	65	26	..	7	..	..	31	..	..	..	70 4 0
6115	Hynish	P.	6	25	12	3	2	4	1	12	1	..	..	64	30	7	..	2	..	..	24	..	..	..	31 5 0

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2727	Iona	P.	6	81	60	6	15	30	5	56	2	..	..	107	86	32	..	48	32	..	..	..	..	..	90	0	9
1433	Penyghael	P.	6	80	38	2	8	12	..	22	1	..	..	135	58	21	..	5	..	..	51	..	..	..	56	8	0
	KILLEAN & KILCHENZIE. (180)																										
2345	Ballochintee	P.	4	60	15	2	4	4	3	13	1	..	..	105	40	10	..	2	..	..	53	..	..	..	35	7	0
2366	Glénbarr	P.	4	76	27	1	5	11	5	22	1	..	..	118	51	14	..	3	..	..	50	..	..	..	50	4	9
4363	Kilchenzie	P.	4	69	27	3	7	12	..	22	1	..	..	136	47	14	..	4	..	..	71	..	..	..	43	17	6
3214	Killean	P.	4	72	16	4	3	5	3	15	1	..	..	82	37	9	..	2	..	..	34	..	..	..	37	17	9
2245	Rhunahavrine	P.	4	78	42	9	9	15	5	38	1	1	..	186	65	22	..	46	..	..	54	..	..	..	54	0	6
	KILMARTIN. (125)																										
75	Kilmartin	P.	5	147	101	20	33	26	16	95	2	..	2	382	156	51	..	13	1	..	161	..	..	..	170	11	10
	KILMODAN. (45)																										
4097	Kilmodan	P.	4	62	13	1	6	3	..	10	1	1	..	139	20	2	..	1	..	..	116	..	..	..	27	18	3
3218	Stronafian	P.	4	60	25	1	6	12	..	19	1	..	..	161	51	16	..	4	..	..	90	..	..	..	39	9	0
	KILMORE AND KILBRIDE. (147)																										
774	Kerrera	P.	5	48	11	..	1	3	..	9	1	..	..	85	31	7	..	2	..	..	45	..	..	..	27	9	9
2420	Kilmore	P.	5	65	29	5	7	11	2	25	1	..	..	156	55	16	..	4	..	..	81	..	..	..	49	18	3
4697	Strontoiller	P.	5	45	7	1	1	4	1	7	1	..	..	75	26	5	..	1	..	..	43	..	..	..	25	12	9
	KILNINIAN AND KILMORE. (373)																										
420	Dervaig	P.	6	70	40	5	11	14	4	34	1	..	..	140	59	18	..	5	..	..	59	..	..	..	64	11	6
2747	Fanmore	P.	6	47	*21*	..	7	*10*	..	*17*	p	..	..	*112*	*56*	*17*	..	4	..	..	*35*	..	..	..	55	4	3
4005	Morinish	P.	6	63	22	..	7	8	2	17	1	..	..	144	43	17	..	4	..	..	80	..	..	..	42	1	6
6119	Sorne	P.	6	27	15	1	6	7	..	14	p	..	..	72	25	8	..	2	..	..	37	..	..	..	33	9	3
700	Tobermory	P.	6	295	214	40	53	74	22	189	4	2	1	678	301	114	..	29	94	..	100	..	39	..	307	4	2
2524	Ulva	P.	6	37	27	4	7	11	..	22	1	..	..	125	50	15	..	4	25	..	31	..	..	..	42	9	9
	KILNINVER & KILMELFORD. (44)																										
780	Kilmelford	P.	5	45	29	5	11	10	..	26	1	..	..	133	58	22	..	5	..	10	38	..	..	..	56	10	3
779	Kilninver	P.	5	67	12	6	3	4	..	13	2	..	..	101	28	7	..	12	..	..	55	..	..	..	33	14	3
	LISMORE AND APPIN. (597)																										
2481	Ballgarve	P.	6	88	37	4	10	9	6	29	2	..	..	227	67	23	..	40	..	..	97	..	..	..	63	14	9
498	Ballgrundle	P.	6	65	45	4	15	21	..	40	1	..	..	139	65	22	..	6	..	..	47	..	..	..	64	14	0
2877	Ballachulish	P.	6	150	123	21	39	33	16	108	3	..	1	398	180	68	..	17	..	..	133	..	..	..	152	12	0
422	Duror	P.	6	60	28	4	10	10	..	24	1	..	..	99	42	17	..	3	20	..	17	..	..	..	47	13	9
6408	Glencreran	P.	6	37	27	6	6	9	..	21	1	..	..	92	39	16	..	..	..	..	37	..	..	..	40	13	9
54	Lettermore	P.	6	46	35	6	9	16	..	31	1	..	..	101	50	26	..	..	..	..	17	..	..	..	55	5	6
2957	Port Appin	P.	6	71	15	2	7	4	..	13	1	..	..	72	35	12	..	..	..	..	32	..	..	..	31	13	6
4290	Strath of Appin	P.	6	130	63	3	16	23	10	52		..	..	310	111	43	..	50	..	..	92	..	14	..	100	17	9
1963	Carnock, Glencoe, St. Mary's	E.	6	81	48	10	10	20	..	40	1	1	..	144	53	24	6	46	..	18	..	..	..	..	51	10	0
4579	South Ballachulish, St. John's	E.	6	170	96	20	23	27	6	76	1	2	..	258	106	50	12	12	..	32	..	..	..	..	103	15	9
	LOCHGILPHEAD § 67. (616)																										
1168	Aird	P.	5	50	23	2	9	11	..	22	1	..	..	86	55	19	..	5	..	..	4	..	..	5	43	18	9
2089	Ardrishaig	P.	5	278	235	41	71	76	26	214	4	..	6	624	343	128	..	32	17	..	73	..	..	32	253	11	6
2308	Lochgilphead	P	5	272	266	41	74	86	33	234	5	..	6	726	380	137	..	34	17	..	58	..	65	34	388	15	6
	LOCHGOILHEAD AND KILMORICH. (115)																										
2930	Kilmorich	P.	4	73	30	3	8	14	1	26	1	..	..	147	47	12	..	4	..	..	33	1	..	..	45	8	6
2503	Lochgoilhead	P.	4	72	38	6	13	11	3	33	1	..	..	296	80	29	..	7	..	..	175	5	..	..	71	2	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	MORVERN. (145)																								
1764	Bunavullin	P.	7	55	28	3	7	7	8	25	1	..	..	100	55	16	..	4	..	..	25	..	..	..	57 2 3
1765	Claggan	P.	7	68	26	4	8	9	2	23	1	..	..	164	76	23	..	6	..	..	60	..	..	..	57 16 0
3272	Lochaline	P.	7	60	36	9	10	7	4	30	2	..	..	115	56	16	..	4	..	..	40	..	..	..	57 11 6
	NORTH KNAPDALE § 67. (133)																								
1177	Ashfield	P.	5	39	22	3	7	4	4	18	1	..	..	104	33	8	..	2	..	..	60	..	..	1	44 6 3
2385	Bellanoch	P.	5	78	37	4	9	10	7	30	2	..	..	194	64	20	..	5	..	..	105	..	..	..	75 0 9
253	Tayvallich	P.	5	100	38	5	9	13	3	30	1	1	..	239	76	24	..	6	..	..	133	..	..	..	68 14 4
	OBAN (Burgh). (1065)																								
2638	High	P.	6	1529	710	127	289	287	32	635	16	1	5	2289	1025	334	..	96	..	..	777	5	..	..	1028 7 0
2638 H.G.	High, H.G.	H.G. / P.	6	480	137	..	..	4	124	128	4	1	..	1141	485	72	..	17	60	..	227	..	280	..	591 15 9
4295	St. John's	E.	5	106	87	17	26	27	4	74	2	1	..	251	98	44	11	51	6	38	..	..	..	..	96 8 6
206	Oban	R.C.	5	110	84	21	27	29	..	77	1	1	..	223	90	42	11	11	..	65	..	2	..	3	88 17 0
	SADDELL AND SKIPNESS. (224)																								
2922	Carradale	P.	4	158	105	11	30	35	10	86	2	1	..	296	141	59	..	55	..	..	39	..	..	1	123 13 3
560	Saddell	P.	4	54	15	3	5	3	4	15	1	..	..	118	39	10	..	2	..	..	67	..	..	..	38 16 9
4021	Skipness	P.	4	54	31	2	9	11	5	27	1	..	..	104	55	16	..	4	..	..	29	..	..	..	56 19 3
498	Sperasaig	P.	4	30	14	2	3	7	..	11	p	..	..	108	34	8	..	2	..	..	64	..	..	..	29 2 9
	SALEN. (61)																								
768	Salen	P.	6	120	53	10	16	12	4	42	1	..	..	250	86	34	..	8	30	..	92	..	..	..	99 13 0
	SMALL ISLES (*see* Inverness-shire).																								
	SOUTHEND. (132)																								
1226	Glenbreckrie	P.	4	45	23	..	9	9	..	18	1	..	..	133	40	11	..	3	..	..	74	..	5	..	89 8 0
2246	Southend	P.	4	150	85	12	29	35	4	80	3	..	1	346	123	47	..	12	..	..	160	..	5	..	124 12 3
	SOUTH KNAPDALE. (104)																								
1441	Auchoish	P.	5	27	12	1	2	8	..	11	1	..	..	80	32	8	..	2	..	..	35	..	..	..	29 18 0
717	Dunmore	P.	5	40	43	3	7	20	..	30	1	..	..	105	54	19	..	5	..	..	28	..	..	..	60 0 0

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1430	Invernell		P.	5	34	8	3	2	3	..	8	1	..	..	72	25	5	..	1	..	..	41	..	..	..	25	0	3
4026	Kilberry		P.	5	63	45	8	10	18	..	36	1	..	..	99	57	20	..	5	..	..	17	..	..	..	61	10	6
4004	Ormsary		P.	5	60	12	2	6	2	1	11	1	..	..	79	33	8	..	2	..	..	36	..	..	..	29	0	3
	STRALACHLAN AND STRACHUR.	(101)																									
3335	Poll		P.	4	72	13	3	3	5	..	11	1	..	..	90	29	7	..	2	..	..	53	..	..	..	39	1	3
2887	Strachur		P.	4	80	58	3	18	25	4	50	1	1	..	256	76	27	..	47	..	..	104	..	..	3	72	2	0
3502	Stralachlan		P.	4	76	22	1	8	8	..	17	1	..	..	116	41	13	..	3	..	..	59	..	..	..	36	11	0
	STRONTIAN.	(92)																									
4126	Strontian		P.	6	138	30	2	26	33	4	65	2	1	2	293	131	58	..	11	30	..	62	1	..	..	126	6	9
	TARBERT.	(453)																									
4519	Tarbert		P.	5	659	399	69	131	121	42	363	8	3	4	1292	642	240	..	60	..	..	300	27	21	2	578	0	3
	TOROSAY.	(96)																									
829	Crogan		P.	6	27	10	2	4	3	..	9	p	..	..	72	25	5	..	1	..	..	40	..	..	..	26	9	3
2927	Kinlochspelvie		P.	6	46	22	1	6	9	2	18	p	..	..	101	46	13	..	3	20	..	15	3	..	..	39	4	6
407	Lochdonhead		P.	6	87	36	5	8	19	..	32	1	..	..	134	33	17	..	8	..	..	24	3	..	..	38	9	0
	TYREE § 67.	(457)																									
1864	Balmartin		P.	7	104	75	7	19	29	3	58	1	1	1	213	81	37	..	9	..	..	35	..	..	..	32	16	6
2603	Cornaigmore		P.	7	149	110	4	30	36	8	78	1	1	2	301	148	56	..	14	..	..	80	2	..	..	94	4	7
3808	Hillipool		P.	7	120	66	4	12	28	3	47	1	1	1	243	103	35	..	49	..	..	53	3	..	..	33	9	0
2847	Ruaig		P.	7	94	49	4	11	27	..	42	1	1	..	186	61	25	..	6	..	..	94	..	..	..	66	4	6
1626	Scarnish		P.	7	70	26	5	7	9	2	23	1	..	..	107	50	15	..	4	..	..	38	..	..	..	46	18	3
	TOTAL				19976	12021	1761	3469	4268	1051	10549	296	55	67	42799	18404	6462	78	2689	570	253	12546	519	1056	169	18867	14	8
	AYR.																										
	ALLOWAY.	(195)																									
2249	Alloway		P.	2	265	206	31	77	70	9	187	8	1	..	562	216	106	..	27	..	..	188	..	..	25	220	15	0
	ARDROSSAN.	(2425)																									
2724	¶Academy		P.	6	219	193	18	61	92	..	171	8	1	1	1123	206	101	..	26	..	..	532	258	..	..	207	14	4
2724 H.G.	¶Academy, H.G.		HGP	6	192	146	..	..	..	125	125	5	..	..	1527	307	65	..	16	..	..	592	217	328	1	503	9	11
1377	Eglinton		P.	12	565	426	88	116	169	8	376	9	1	3	1451	436	219	..	57	..	..	715	24	..	..	432	1	3
967	Saltcoats		P.	12	950	920	152	325	300	26	803	14	4	8	2337	949	494	..	119	..	..	682	98	..	..	976	9	1
2082	Winton		P.	12	497	424	60	136	160	15	371	9	..	2	1301	468	217	..	56	..	..	500	55	..	5	461	19	3
4487	Saltcoats		R.C.	11	625	528	79	159	196	..	434	3	3	2	1025	512	284	69	69	..	57	..	24	..	..	466	15	6
	AUCHINLECK.	(1577)																									
2759	Auchinleck		P.	10	650	543	106	173	160	12	451	8	1	1	1105	521	271	..	68	..	..	246	..	..	..	512	18	6
3678	Cronberry		P.	10	210	160	32	40	58	..	130	2	2	..	456	152	85	..	41	..	..	179	..	..	..	140	13	6
2179	Darnconner		P.	10	286	311	58	83	115	..	251	5	..	2	616	237	143	..	36	..	..	200	..	..	..	277	9	9
1358	Glenmuir		P.	10	110	16	3	5	6	..	14	1	..	..	116	30	8	..	2	..	..	75	..	..	..	30	4	0
2285	Lugar		P.	10	333	283	51	79	96	..	226	4	..	..	523	252	139	..	35	..	..	97	..	..	..	221	15	6
1723	St. Patrick's		R.C.	5	275	224	43	74	71	1	194	2	2	..	423	211	116	29	29	..	35	..	6	..	2	213	6	3
	AYR (Burgh).	(5695)																									
603	¶Grammar		P.	2	489	477	35	122	133	80	420	10	..	3	1569	612	255	..	62	..	..	133	504	..	2	625	14	7
4017	Lady J. Hamilton's		P.	2	450	245	57	92	77	..	226	6	2	2	900	287	123	..	33	..	..	405	29	..	23	286	16	7
3474	Newtonhead		P.	2	882	703	111	265	256	..	632	13	3	3	1832	929	474	..	116	..	..	260	51	..	2	723	18	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.																	
														£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	AYR—*cont.*																										
	AYR (Burgh)—*cont.*																										
2108	Newton-on-Ayr Academy	P.	2	504	523	70	186	213	..	469	8	1	6	1236	552	292	..	71	.	..	334	34	..	3	549	3	1
6481	Newton Park	P.	2	1090	480	90	139	169	29	427	12	..	4	1763	..	78	..	..	..	..	1617	66	..	3	540	14	4
4674	Russell Street	P.	1	1168	1002	137	322	377	57	893	18	3	3	2470	1225	582	..	147	..	..	400	114	..	3	1130	8	9
2906	Smith's Institution	P.	2	550	428	58	127	163	14	362	8	3	..	1180	442	217	..	54	..	..	420	21	..	27	436	5	10
5776	Wallacetown	P.	2	516	457	65	169	169	..	403	8	1	3	1181	479	257	..	63	..	..	353	28	..	1	458	7	0
3292	Ayr	E.	2	297	295	40	103	111	..	254	4	1	3	578	281	144	39	37	..	24	..	..	..	2	258	5	7
4051	St. Margaret's	R.C.	10	493	400	65	139	143	7	354	3	5	..	950	434	219	56	56	..	159	..	26	..	..	407	3	3
	BALLANTRAE. (244)																										
806	Auchenflower	P.	3	60	23	3	8	9	..	20	1	..	..	96	43	14	..	4	..	..	36	..	..	..	36	19	9
2743	Ballantrae	P.	3	208	167	33	41	59	14	147	2	2	..	530	166	83	..	41	..	..	214	..	26	..	181	11	3
1184	Ballochdowan	P.	3	48	20	3	4	12	..	19	1	..	..	107	27	7	..	2	..	..	70	2	..	..	36	5	0
3504	Glenapp	P.	3	42	9	3	3	2	..	8	1	..	..	107	26	7	..	2	20	..	53	..	..	..	22	18	0
	BARR. (110)																										
2838	Barr	P.	3	133	63	6	20	30	..	56	2	..	..	416	86	38	..	60	..	..	229	..	..	2	72	10	6
1111	Clashgulloch	P.	3	42	16	1	8	5	..	14	1	..	..	98	32	9	..	2	..	..	55	..	..	..	30	8	9
793	*Rowantree*	P.	3	22	18	2	7	7	..	16	1	..	..	102	27	7	..	2	..	..	66	..	..	..	31	10	0
	BEITH § 67. (1611)																										
2080	Academy	P.	1	1224	1012	145	296	388	51	880	15	3	7	2445	1144	537	..	136	..	..	519	..	108	5	1133	9	0
2982	Gateside	P.	1	140	138	22	47	49	5	123	2	..	1	325	186	70	..	17	18	..	35	..	..	..	148	10	3
897	Greenhills	P.	1	200	188	35	54	68	2	154	2	2	..	455	167	91	..	43	..	..	154	..	..	..	171	17	3
	COLMONELL (393)																										
2780	Barrhill	P.	5	200	102	18	34	41	3	96	2	..	..	247	86	46	..	11	..	..	104	..	..	..	108	18	9
3086	Colmonell	P.	5	150	96	14	31	31	13	89	2	..	..	251	109	50	..	12	..	..	80	..	..	..	117	10	6
1705	Corwar	P.	5	60	23	2	4	12	..	18	1	..	..	83	41	14	..	3	..	..	25	..	..	..	35	7	0
2394	Lendalfoot	P.	5	48	31	3	9	14	..	26	1	..	..	92	48	17	..	4	..	..	22	..	..	..	44	0	0
2310	Pinwherry	P.	5	60	65	10	20	29	..	59	1	..	..	148	67	36	..	9	..	..	35	..	..	..	58	3	3
	COYLTON. (597)																										
2460	Coylton	P.	1	324	323	62	107	112	..	281	2	3	1	664	296	178	..	40	..	..	186	..	..	..	308	6	6
1711	Littlemill	P.	1	214	202	39	66	78	4	188	2	2	..	451	191	111	..	27	..	..	280	..	..	..	202	14	9

	CRAIGIE. (83)																							
3682	Craigie	P.	5	117	51	6	19	20	..	45	1	..	..	167	52	25	..	6	..	..	83	..	..	..	56	8	0
	CROSSHILL. (289)																							
2263	Crosshill	P.	1	275	158	30	51	61	4	146	2	1	..	394	175	88	..	22	..	..	110	..	..	..	180	16	9
2849	Kilkerran, Hillside	P.	1	82	45	8	15	18	..	41	1	..	..	86	44	24	..	6	..	..	12	..	..	..	44	14	0
	DAILLY. (375)																							
3061	Dailly	P.	3	227	158	24	52	60	..	136	2	1	..	413	151	88	..	21	..	..	158	..	..	..	148	15	0
3374	Kilgrammie	P.	3	102	69	14	20	24	1	59	1	1	..	181	57	31	..	8	..	..	86	..	..	..	62	8	8
1598	Old Dailly	P.	3	88	43	7	11	17	..	35	1	..	..	106	41	17	..	4	..	..	44	..	..	..	48	6	8
4397	Wallacetown Works	..	11	183	78	12	22	29	..	63	1	1	..	172	80	43	11	11	..	10	..	..	..	..	68	17	9
	DALMELLINGTON. § 67 (1272)																							
650	Benwhat	P.	6	265	141	30	40	47	4	121	2	1	2	404	132	71	..	18	..	..	152	7	..	22	138	6	8
2333	Craigmark	P.	6	221	50	24	23	..	..	47	1	..	..	133	57	34	..	8	..	..	23	2	..	9	47	10	0
4874	Dalmellington	P.	6	453	449	84	114	166	32	396	6	2	4	1138	490	232	..	58	..	..	298	34	..	31	501	3	4
4117	Lethan Hill	P.	6	404	263	58	75	86	12	231	3	..	2	659	278	138	..	35	..	..	166	15	..	28	277	9	10
3998	Waterside	P.	6	584	277	53	98	79	15	240	4	1	2	698	286	147	..	37	..	..	184	17	..	27	288	11	9
4054	Dalmellington	R.C.	6	144	98	16	38	38	..	92	1	2	..	250	92	53	13	13	..	71	..	7	..	..	96	17	6
	DALRY. (1701)																							
2079	Blairmains	P.	4	100	32	7	11	11	..	29	1	..	..	90	26	14	..	4	..	..	46	..	..	..	31	3	9
3074	Dalry	P.	6	1033	1123	203	287	396	..	986	15	3	4	2413	1093	587	..	147	..	..	586	..	..	..	1,084	0	0
3074 H.G.	Dalry, H.G.	HGP	6	168	68	..	..	1	62	63	3	..	..	456	175	28	..	7	..	..	202	..	43	..	231	13	6
6507	*Garnock	P.	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3374	Keraland Barony	P.	4	193	190	28	60	70	..	158	2	2	..	352	161	89	..	42	..	..	60	..	..	..	172	16	6
6506	†St. Palladius	R.C.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	DALRYMPLE. (257)																							
413	*Dalrymple*	P.	2	212	163	26	40	60	10	136	2	1	1	417	171	77	..	21	6	..	142	..	..	..	163	18	0
4866	Hollybush, Infants'	P.	2	63	26	4	15	5	..	24	1	..	..	76	22	11	..	3	..	..	40	..	..	..	26	2	9
2331	Kerse	P.	6	165	87	15	25	31	..	71	1	1	..	214	74	41	..	10	..	..	88	..	..	..	77	3	9
	DREGHORN. (1039)																							
4137	Crossroads	P.	12	100	87	13	31	33	..	77	2	..	1	287	79	42	..	11	..	..	155	..	..	..	86	14	3
2987	Dreghorn	P.	12	420	482	89	149	165	8	411	7	3	1	1070	451	342	..	62	..	..	816	..	..	..	460	13	3
4383	Springside	P.	12	300	334	70	99	109	..	278	5	2	1	788	269	156	..	38	..	..	326	..	..	..	298	17	3
	DUNDONALD. (1244)																							
3102	Dundonald	P.	1	272	200	26	68	78	8	180	3	1	1	607	206	107	..	25	..	..	268	..	..	..	221	13	3
1707	Loans	P.	1	60	47	13	27	4	..	44	1	..	..	109	43	25	..	6	..	..	35	..	..	..	46	3	0
950	Troon, Portland	P.	1	1019	969	155	314	300	61	830	16	3	10	2708	1007	527	..	123	..	..	1046	..	..	..	1,029	5	6
2046	Troon, St. Patrick's	R.C.	4	172	75	18	20	31	..	69	1	1	..	197	74	40	10	10	..	95	..	4	..	..	75	15	9
	DUNLOP. (272)																							
241	Dunlop	P.	3	252	206	31	67	79	6	183	4	..	1	524	184	98	..	25	..	..	216	..	..	..	213	1	3
	FENWICK. (151)																							
3127	Fenwick	P.	3	153	86	15	31	35	..	81	3	..	..	243	87	47	..	12	..	..	87	8	..	3	88	7	9
3782	Hairshaw	P.	3	65	41	5	13	19	..	37	1	..	..	127	52	20	..	5	..	..	44	..	5	..	56	0	9
	GALSTON. (1455)																							
4057	Allanton	P.	6	46	18	2	3	5	..	15	p	..	..	62	16	9	.	2	..	..	35	..	..	..	16	6	9
2155	Galston	P.	6	1159	1140	120	399	418	66	1003	20	2	5	2554	1259	594	..	149	125	..	427	..	..	..	1,299	8	0
640	St. Sophia's	R.C.	4	121	130	21	38	42	..	101	2	..	..	226	99	55	14	14	..	42	..	3	..	..	102	2	6

* New School—Grant to run as from 1st December, 1905.
† " " " " 1st August, 1906.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																							
	Girvan (Town) § 67. (699)																							
159	Girvan	P.	6	749	570	114	198	213	..	520	9	..	6	1227	592	312	..	78	..	..	156	..	..	89	600 18 9
159 H.G.	Girvan, H.G.	HGP	6	131	82	..	..	..	71	71	3	..	..	625	255	45	..	11	..	..	131	..	162	20	309 13 11
1839	Sacred Heart	R.C.	11	181	110	15	27	48	17	107	2	1	..	290	154	69	16	16	..	18	..	17	..	..	148 17 3
	Girvan (Landward). (344)																							
1401	Assel	P.	4	50	39	5	15	13	..	33	1	..	..	153	61	25	..	6	..	..	61	..	..	..	51 1 3
1407	Doune	P.	4	118	109	20	37	46	..	103	2	..	..	238	114	68	..	17	..	..	38	..	..	..	112 8 0
2511	Girvan	P.	4	301	210	35	57	81	18	191	4	..	1	506	234	118	..	29	..	..	214	..	..	..	246 7 3
	Irvine (Burgh) § 67. (2020)																							
1120	Bank Street	P.	11	665	623	114	186	256	..	556	9	1	5	1375	613	331	..	80	..	..	264	87	..	..	640 9 4
2513	East Road	P.	11	336	321	57	104	109	..	270	3	1	3	602	276	148	..	35	..	..	119	23	..	..	298 5 9
3145	Fullarton	P.	11	192	229	62	102	31	..	195	2	2	2	429	208	110	..	23	..	..	59	23	..	..	210 3 11
2129	Fullarton, Loudon St.	P.	11	517	569	70	170	278	6	519	9	..	2	1223	592	301	..	75	..	..	185	75	..	..	601 10 1
1127	Irvine	R.C.	10	328	169	43	48	43	..	134	2	1	..	282	134	76	19	19	..	34	..	..	..	..	141 7 3
	Irvine (Landward). (342)																							
2358	Annick Lodge	P.	5	200	174	44	59	55	..	158	2	1	2	415	167	93	..	23	..	..	132	..	..	..	168 6 9
	Kilbirnie § 67. (1433)																							
2095	Bridgend	P.	3	332	320	112	169	8	..	289	6	..	3	689	325	162	..	41	..	..	161	..	..	..	301 11 6
2124	*Glengarnock*	P.	3	500	502	98	154	171	17	440	8	3	3	1232	510	265	..	66	..	..	390	..	..	..	522 1 1
2499	Ladyland	P.	3	412	368	..	62	220	43	325	8	1	2	1235	362	184	..	46	..	..	622	..	..	21	460 13 4
2286	St. Bridget's	R.C.	3	238	254	44	78	90	1	213	3	1	..	477	204	129	32	32	..	53	..	10	..	..	207 8 7
2894	Female Industrial	..	3	106	97	21	36	32	..	89	1	1	..	190	92	53	13	13	5	..	..	12	..	..	94 12 0
	Kilmarnock (Burgh).																							
1852	¶Academy (6820)	P.	6	479	451	54	143	202	..	404	10	2	3	1396	491	251	..	62	..	..	141	449	..	..	479 15 6
1852 H.G.	¶Academy H.G.	HGP	6	602	400	..	..	3	361	364	14	3	..	3154	1396	179	..	47	40	58	492	385	558	..	1589 8 5
2970	Bentinck	P.	9	904	937	96	251	341	..	782	15	1	4	1890	980	527	..	180	..	..	107	96	..	..	902 13 9
2722	Dundonald Road, Grammar	P.	10	897	580	76	168	185	..	419	8	2	3	1248	909	107	..	40	..	..	626	..	..	9	478 5 6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
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								(Senior Division).	(Supplementary Courses or Higher Grade Schools).																
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																								
	Monkton & Prestwick. (759)																								
359	Monkton	P.	2	160	117	19	49	38	..	106	2	..	..	273	104	59	..	14	..	..	95	..	..	..	116 12 0
2467	Prestwick	P.	2	424	326	49	115	121	..	285	6	..	2	726	305	161	..	41	..	..	219	..	..	..	311 8 3
6447	¶ Prestwick, High	P.	2	296	207	21	44	79	22	166	5	..	2	849	218	99	..	53	..	..	334	145	..	..	227 4 3
	Muirkirk § 67. (1231)																								
2521	Furnace Road	P.	6	583	493	73	65	288	36	412	8	1	3	1383	463	225	..	57	..	..	688	..	..	..	524 0 2
1252	Glenbuck	P.	6	284	223	50	71	72	5	198	3	2	1	707	236	132	..	38	..	..	306	..	..	..	221 6 6
3987	Main Street	P.	6	329	358	79	214	14	..	307	5	3	..	709	330	199	..	48	..	..	132	..	..	..	323 14 0
1271	Wellwood	P.	6	57	29	3	9	10	..	22	1	..	..	96	41	15	..	4	..	..	36	..	..	..	39 5 0
49	St. Thomas'	R.C.	4	190	55	15	17	16	..	48	1	..	1	128	59	32	8	8	..	21	..	..	..	..	53 5 6
	New Cumnock. (1260)																								
1392	Bank	P.	1	407	368	72	130	131	..	333	8	..	1	970	376	190	..	51	..	..	353	..	..	..	363 14 3
5868	Beoch Side	P.	5	53	28	4	14	10	..	28	1	..	..	138	51	20	..	5	..	..	61	..	..	..	45 10 6
416	Dalleagles	P.	1	198	150	27	51	53	..	131	2	..	..	378	135	67	..	18	..	..	144	..	..	8	145 6 9
4343	New Cumnock	P.	1	733	664	131	217	244	19	611	11	2	2	1575	625	341	..	80	..	..	529	..	..	1	708 8 6
460	New Cumnock	R.C.	5	98	14	1	5	6	..	12	1	..	..	86	19	7	3	3	..	54	..	..	..	..	13 8 0
	Ochiltree. (877)																								
334	Ochiltree	P.	1	191	180	22	70	56	5	153	3	..	..	415	169	96	..	23	6	..	121	..	..	..	177 4 0
4300	Sinclairston	P.	1	133	130	21	45	40	3	109	2	1	..	339	113	54	..	15	..	..	156	..	..	..	123 5 6
	Old Cumnock § 67. (1072)																								
452	Garallan	P.	12	159	126	8	25	73	..	106	2	1	..	276	124	66	..	17	..	..	144	..	..	26	120 15 3
51	Old Cumnock	P.	6	760	619	109	199	243	..	551	9	1	7	1312	627	336	..	82	..	..	188	..	..	129	688 0 5
51 H.G.	Old Cumnock, H.G.	H.G.	6	98	60	..	..	..	53	53	2	..	..	518	160	84	..	9	..	..	272	..	129	14	138 18 2
		P.																							
6406	Skares	P.	12	170	130	31	64	20	..	105	1	2	..	286	121	70	..	17	..	..	52	..	..	26	111 9 0
2063	Old Cumnock	R.C.	5	182	134	27	31	57	..	115	1	2	..	232	121	70	18	18	..	6	..	..	..	..	111 17 7
	Riccarton. (1122)																								
3419	Cross Roads	P.	9	104	64	7	24	26	..	57	1	1	..	219	62	24	..	40	..	..	74	..	..	..	61 19 6
4481	Hurlford	P.	9	940	576	98	186	207	1	492	9	4	1	1500	585	266	..	74	..	..	585	..	..	..	548 17 3

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1718	Barleith	..	3	117	112	53	42	2	..	97	2	..	..	181	94	61	15	15	..	..	..	..	..	..	94 7 6
	ST. QUIVOX (Landward) AND NEWTON-ON-AYR (Landward). (269)																								
55	St. Quivox	P.	3	98	108	19	41	31	..	91	1	1	..	218	94	52	..	13	..	..	60	..	..	..	98 15 3
2514	Whitletts	P.	3	164	165	26	59	49	..	134	2	1	..	412	128	71	..	18	..	..	196	..	..	..	145 0 3
	SKELMORLIE. (214)																								
3634	Skelmorlie	P.	4	297	166	29	55	49	11	144	3	1	2	543	184	88	..	42	..	..	216	13	..	..	175 10 3
4165	Meigle (*now closed*)	C.S.	4	45	19	5	7	4	..	16	p.	..	..	57	16	10	2	2	..	100	..	..	..	..	16 15 6
	SORN. (736)																								
580	Auchincloigh	P.	3	55	20	..	9	7	..	16	1	..	..	85	34	10	..	3	..	..	38	..	..	..	33 19 9
4446	Catrine	P.	3	500	479	75	137	178	14	404	6	2	2	943	453	227	..	59	..	..	194	..	..	..	475 14 9
3496	Sorn	P.	3	216	110	15	40	36	..	91	2	1	..	290	88	49	..	12	..	..	141	..	..	..	99 5 0
	STAIR. (254)																								
2342	Stair	P.	6	191	206	29	74	67	10	180	3	1	1	459	213	114	..	29	..	..	85	18	..	..	216 9 3
	STEVENSTON § 67. (2134)																								
2331	Ardeer	P.	5	337	335	76	139	73	..	288	4	2	4	776	322	179	..	45	..	..	231	..	..	..	316 3 3
3335	Kyles hill	P.	5	471	466	105	113	159	..	377	7	1	5	953	445	241	..	60	..	..	209	..	..	..	416 2 3
2363	Stevenston	P.	5	1064	941	155	257	342	55	809	14	3	5	2152	977	482	..	121	..	..	572	..	..	..	1003 14 4
6490	St. John's	R.C.	5	414	200	67	61	70	2	200	3	1	1	459	..	67	17	..	..	305	..	29	..	..	159 15 7
	STEWARTON. (687)																								
3749	Kingsford	P.	6	121	60	6	26	23	..	55	1	1	..	191	75	35	..	8	..	..	63	10	..	..	73 3 3
3498	Stewarton	P.	6	776	531	53	163	204	20	445	4	6	3	1278	526	279	..	69	..	..	355	43	..	5	533 6 3
	STRAITON. (205)																								
3922	Patna	P.	10	180	155	34	43	53	..	130	2	2	..	437	146	81	..	20	..	..	173	15	..	2	139 15 3
2557	Straiton	P.	1	110	64	8	22	16	2	48	1	1	..	289	94	39	..	59	..	..	97	..	..	..	75 3 0
	SYMINGTON. (93)																								
101	Symington	P.	3	132	73	12	21	24	..	57	1	..	..	200	65	36	..	9	..	..	90	..	..	..	61 17 6
	TARBOLTON. (907)																								
6465	Annbank, New	P.	6	540	567	94	191	195	6	486	4	8	4	1046	398	147	..	53	..	..	448	..	..	..	542 16 5
2299	Tarbolton	P.	6	300	251	33	109	87	8	237	3	3	3	578	264	98	..	35	..	..	177	..	..	..	274 3 9
6187	St. Ann's	R.C.	6	141	142	19	47	47	..	113	1	..	..	271	125	70	17	17	..	41	..	..	..	..	120 8 9
	WEST KILBRIDE. (505)																								
2161	West Kilbride	P.	4	594	398	55	130	134	23	342	5	2	4	1037	431	206	..	52	..	..	341	7	..	..	430 7 7
	TOTAL			59625	49132	7921	15749	17045	2055	42770	781	189	255	126126	49821	25074	533	6516	668	1663	35794	3522	1577	983	52587 9 4
	BANFF.																								
	ABERLOUR § 67. (676)																								
2294	Aberlour	P.	6	345	253	44	86	97	..	227	4	..	4	439	247	142	..	36	..	..	8	..	..	5	260 15 10
2294 H.G.	Aberlour, H.G.	H.G. P.	6	134	83	..	..	2	74	76	3	..	..	641	249	49	..	12	58	..	202	..	70	1	301 16 3
4316	Craigellachie	P.	3	132	110	24	41	31	..	96	1	2	..	209	101	60	..	15	..	..	33	..	..	..	104 17 9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.																
														£	£	£	£	£	£	£	£	£	£	£	s.	d.
	BANFF—*cont.*																									
	ABERLOUR—*cont.*																									
119	Edenvillie	P.	3	146	35	11	27	36	..	74	1	1	..	178	77	48	..	11	..	..	48	..	..	..	81	13	6
1078	Charlestown of Aberlour	E.	3	391	343	31	114	177	17	339	7	..	..	728	374	187	47	47	..	74	..	..	..	..	398	15	5
	ALVAH. (194)																									
3534	Alvah	P.	1	143	61	12	18	18	5	53	1	1	..	236	68	34	..	48	21	..	114	..	..	..	64	0	6
3565	Dunlugas, Female	P.	1	72	39	9	14	8	2	33	1	..	..	106	40	16	..	4	..	..	46	..	..	..	47	13	0
3269	Linhead	P.	1	124	57	9	19	25	1	54	1	1	..	193	61	34	..	48	..	..	51	..	..	..	60	14	3
	BANFF (Burgh) § 67. (761)																									
2767	Academy	P.	6	1042	588	125	205	166	34	530	10	..	11	1305	666	327	..	81	..	..	58	5	..	168	664	19	2
2767 HG	Academy, H.G.	HGP	6	243	119	..	..	5	110	115	2	2	..	876	411	67	..	17	197	..	51	..	110	23	497	14	3
2305	St. Andrew's	E.	3	140	58	8	13	23	..	44	2	..	..	154	51	28	7	57	..	26	..	..	..	1	48	9	9
	BANFF (Ld.) AND ORD. (287)																									
1307	Headrooms	P.	3	100	75	16	22	24	..	62	1	..	..	144	67	37	..	9	..	..	31	..	..	..	66	11	0
2315	Hilton	P.	3	142	82	8	29	29	3	69	2	..	..	260	93	46	..	51	21	..	48	..	..	..	80	6	3
	BELLIE (*see* Elginshire).																									
	BOHARM § 67. (266)																									
7	Boharm	P.	2	172	98	17	25	32	5	79	2	1	..	323	90	49	..	52	27	..	109	..	..	..	92	13	6
2362	Forgie	P.	2	51	23	7	12	8	1	28	1	..	..	92	35	15	..	3	..	..	40	..	..	..	41	4	0
3156	Maggieknockater	P.	2	128	50	10	14	14	7	45	2	..	..	207	59	28	..	47	..	..	72	..	..	..	58	3	6
	BOTRIPHNIE. (167)																									
2906	*Botriphnie*	P.	1	128	122	15	31	40	11	97	2	1	..	402	130	64	..	16	27	..	166	..	..	..	129	9	2
	BOYNDIE § 67. (305)																									
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	67	2	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	BANFF—*cont.*																								
	KEITH § 67. (1522)																								
1133	Auchanacie	P.	2	45	35	5	11	10	3	29	1	..	..	79	54	20	..	5	..	..	1	..	..	..	44 0 8
913	Fife-Keith, Infant	P.	12	181	118	56	55	..	..	111	2	..	2	182	113	69	..	18	..	..	..	..	..	..	101 18 9
3208	Keith	P.	6	999	697	98	218	262	46	619	11	2	10	1247	776	383	..	96	15	..	..	..	..	1	575 17 2
3208 H.G	¶ Keith, H.G.	HGP	6	206	131	..	..	..	117	117	1	2	..	742	413	69	..	17	36	.	53	55	160	..	327 5 7
2811	Newmill	P.	1	226	180	42	54	61	9	166	2	2	2	374	202	101	..	26	..	..	45	..	..	..	191 3 11
4230	Tarrycroys	P.	2	105	61	10	20	19	3	52	1	1	1	163	60	30	..	48	..	..	24	..	..	1	64 1 7
951	The Glen	P.	3	93	66	8	17	24	6	55	2	..	1	206	69	33	..	48	..	..	56	..	..	..	73 14 9
3814	Keith	R.C.	12	263	200	34	78	49	11	172	2	..	2	394	198	99	25	25	..	52	..	..	..	..	204 6 1
	KIRKMICHAEL. (218)																								
2271	Kirkmichael	P.	3	74	34	3	9	16	1	29	1	..	..	112	49	17	..	4	..	..	41	..	..	..	48 17 6
2130	Tomintoul	P.	3	152	86	14	23	26	16	79	2	1	..	255	86	43	..	11	50	4	145	..	15	..	108 4 0
2685	Tomintoul	R.C.	3	146	118	18	23	60	10	101	2	1	..	260	115	57	14	14	..	38	..	9	..	12	126 4 3
	MARNOCH § 67. (657)																								
4421	Aberchirder	P.	7	446	282	43	84	67	46	240	6	..	3	661	319	141	..	36	34	..	122	..	30	..	333 3 3
4402	*Blackiaw*	P.	1	78	64	15	19	22	1	57	2	..	..	173	61	33	..	48	..	..	31	..	..	..	62 11 0
1734	Culvie	P.	7	72	64	14	21	17	5	57	1	1	..	151	60	34	..	48	..	..	10	..	..	..	67 17 3
529	*Marnoch*	P.	7	125	81	14	27	22	5	68	2	1	..	278	82	41	..	51	..	..	106	..	..	..	81 5 6
1428	Netherdale	P.	1	77	48	8	15	15	5	48	1	1	..	135	44	26	..	6	..	..	60	..	..	..	58 12 9
4162	Aberchirder	E.	7	99	62	11	22	15	3	51	1	1	..	148	57	30	8	48	..	16	..	..	..	..	60 1 3
	MORTLACH § 67. (692)																								
1411	Auchindown	P.	3	73	37	6	12	12	..	30	1	..	..	79	36	16	..	4	..	..	31	..	..	..	42 11 0
4568	Kininvie	P.	3	41	36	4	11	15	..	30	1	..	..	78	44	19	..	5	..	..	11	..	..	..	43 4 9
2883	Mortlach	P.	6	560	437	105	150	137	..	392	6	2	3	784	382	228	..	57	..	..	117	..	..	..	445 1 6
2883 H.G	Mortlach, H.G.	HGP	6	135	67	..	..	1	66	67	4	..	..	379	288	40	..	10	34	..	187	..	70	..	267 13 3
3097	Dufftown	R.C.	3	188	41	6	18	11	4	34	1	..	1	101	37	20	5	5	..	34	..	4	..	..	42 14 9
	ORDIQUHILL. (124)																								
2887	Cornhill	P.	.	73	56	11	20	15	5	51	1	.	1	102	54	30	.	8	.	.	10	.	.	.	93 10 11
2887	Ordiquhill	P.	.	73	59	14	17	18	5	54	1	.	1	102	54	30	.	8	.	.	10	.	.	.	93 10 11

2961	Arradoul	P.	2	71	19	8	9	..	..	17	1	..	..	79	25	10	..	4	..	..	41	..	..	..	16 17 6
3022	Buckie	P.	6	1060	860	196	282	268	..	746	15	6	8	1300	784	629	..	115	..	4	..	..	..	..	826 6 0
3022 H.G	Buckie, H.G.	HGP	6	197	119	..	..	..	105	105	3	..	..	624	304	43	..	11	41	..	84	..	137	5	291 0 1
1144	Findochty	P.	11	490	420	107	141	128	16	392	5	4	4	882	397	219	..	55	..	..	212	..	..	.	449 1 0
3910	Portknockie	P.	11	595	415	102	123	110	28	363	7	2	5	950	438	227	..	56	..	..	219	..	10	..	436 3 0
2726	Rathven	P.	11	473	380	93	108	107	13	321	5	5	1	861	297	154	..	39	23	..	349	..	..	..	347 13 8
3836	Shielburn	P.	2	81	75	6	23	34	..	63	1	1	..	177	68	43	..	10	..	..	57	..	..	..	80 10 0
4094	Buckie, Lady Gordon Cathcart's Industrial	E.	11	240	238	47	67	81	8	203	3	..	1	424	213	119	27	27	..	33	..	13	..	3	230 10 3
3614	Buckie	R.C.	11	375	382	85	118	104	25	332	3	2	..	827	367	205	53	53	13	90	..	47	..	..	399 19 0
	ROTHIEMAY § 67. (294)																								
3805	Rothiemay	P.	3	207	202	20	72	49	26	167	4	..	1	444	219	102	..	26	27	..	47	..	15	3	227 1 9
1180	*Terneemay*	P.	3	107	115	19	36	37	8	100	2	..	..	241	116	61	..	15	..	..	47	..	..	1	119 14 9
	TOTAL			19049	18224	2348	3989	4053	1289	11679	241	64	92	34680	15027	7165	214	2747	1205	425	6586	185	907	549	15844 5 10
	BERWICK.																								
	ABBEY ST. BATHAN'S. (43)																								
2590	Abbey St. Bathan's	P.	4	72	47	3	15	23	..	41	1	1	..	250	54	25	..	6	2	..	155	3	..	4	58 0 0
	AYTON (278)																								
4496	Ayton	P.	5	328	179	46	50	55	2	153	3	1	..	400	168	91	..	43	..	..	97	..	..	..	165 9 3
3004	Burnmouth	P.	5	146	81	23	19	38	..	75	1	1	..	249	83	45	..	11	..	..	109	..	..	1	80 19 3
	BUNKLE AND PRESTON. (112)																								
461	Bunkle	P.	3	100	58	13	13	21	..	47	2	..	..	196	60	29	..	57	..	..	49	..	..	..	57 16 0
4160	Preston	..	3	64	36	9	12	12	..	33	1	1	..	155	34	19	5	5	..	98	..	..	..	..	35 5 0
	CHANNELKIRK. (98)																								
4304	Channelkirk	P.	2	154	72	10	22	26	..	58	2	..	..	242	63	30	..	59	..	..	90	..	..	..	63 10 6
	CHIRNSIDE. (277)																								
645	Chirnside	P.	5	378	218	41	72	60	14	187	3	1	3	596	230	115	..	29	..	..	195	27	..	..	229 12 0
	COCKBURNSPATH. (173)																								
3080	Cockburnspath	P.	5	184	141	28	41	42	17	128	2	2	..	493	143	77	..	15	..	..	252	..	..	1	161 13 0
6430	Ecclaw	P.	4	28	32	6	10	10	..	26	1	..	..	99	37	13	..	3	..	..	46	..	..	..	43 0 6
6498	Old Cambus	P.	5	32	23	3	9	7	..	19	1	..	..	76	..	10	..	..	..	..	66	..	..	..	35 13 9
	COLDINGHAM. (502)																								
2786	Auchencrow	P.	3	104	33	9	12	9	..	30	1	1	..	167	39	17	..	44	..	..	67	..	..	..	40 0 0
1206	Cairnbank	P.	3	32	10	2	2	5	..	9	p	..	..	69	26	6	..	2	..	..	34	..	..	..	24 17 9
306	Coldingham	P.	5	249	162	30	42	63	10	145	3	1	..	418	185	92	..	23	..	..	106	3	..	8	171 19 3
4177	Renton	P.	3	125	68	12	21	25	..	58	1	1	..	198	47	28	..	47	..	..	73	3	..	..	59 6 0
3596	Reston	P.	3	141	85	17	25	34	..	76	2	..	..	250	84	47	..	12	..	..	106	2	..	..	82 11 0
3710	St. Abbs	P.	5	133	82	17	25	31	..	73	2	..	..	223	75	44	..	11	..	..	93	..	..	..	74 8 0
	COLDSTREAM. (364)																								
44	Coldstream	P.	5	421	303	51	99	95	29	274	5	1	2	819	335	160	..	40	..	..	219	4	60	..	353 19 3
874	Hirsel-Law	P.	3	120	56	12	9	25	..	46	1	1	..	268	65	36	..	49	..	12	106	..	..	..	68 19 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Course or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1906–1907. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1906–1908. £ s. d.
	BERWICK—*cont.*																								
	Cranshaws. (46)																								
3543	Cranshaws	P.	4	55	31	7	9	10	..	26	1	1	..	182	34	9	..	43	..	..	95	..	..	..	42 17 0
	Duns. (512)																								
4427	Duns	P.	5	635	361	83	96	114	25	318	5	2	3	902	405	200	..	50	..	..	317	20	..	..	388 10 0
3636	Millburn	P.	3	95	49	3	13	30	..	46	1	1	..	180	64	34	..	49	..	..	23	4	..	..	82 6 0
	Earlston. (317)																								
152	Earlston	P.	10	323	230	28	70	107	..	205	4	1	1	701	233	118	..	29	..	..	315	..	..	6	231 3 3
559	Mellerstain	..	6	52	14	4	6	2	..	12	1	..	..	70	26	7	2	2	..	33	..	..	..	..	26 16 0
	Eccles. (279)																								
463	Birgham	P.	1	88	42	7	13	18	..	38	1	..	..	224	44	19	..	6	..	..	152	..	..	3	41 13 0
58	Eccles	P.	1	120	106	21	30	43	..	94	2	..	..	270	101	59	..	14	..	..	96	..	..	..	102 4 3
856	Leitholm	P.	1	143	100	18	31	40	..	89	2	..	..	326	113	55	..	14	..	..	142	..	..	1	101 0 6
	Edrom. (232)																								
2949	Allanton	P.	3	115	67	13	24	24	..	61	1	1	..	253	70	33	..	59	.	..	95	..	..	..	66 12 0
2457	Edrom	P.	3	172	80	10	25	37	..	72	1	1	..	280	67	37	..	9	..	..	156	..	..	..	79 16 3
1169	Sinclair's Hill	P.	3	100	43	5	11	22	..	38	1	1	..	181	49	22	..	5	..	..	105	..	..	..	51 10 0
	Eyemouth § 67. (496)																								
3962	Eyemouth	P.	5	604	616	169	182	194	21	566	6	5	5	1274	609	327	..	82	..	..	248	..	..	13	641 12 6
	Fogo. (84)																								
69	Fogo	P.	3	95	78	12	26	30	..	68	2	..	..	328	83	40	..	10	..	..	195	..	..	..	94 7 6
	Foulden. (75)																								
3843	Foulden	P.	3	72	57	10	19	24	..	53	2	..	..	194	57	31	..	58	..	..	48	..	..	..	87 18 6
	Gordon. (172)																								
662	Gordon	P.	5	194	139	21	39	56	..	116	3	..	..	335	129	69	..	17	..	..	104	13	..	..	132 4 0
	Greenlaw. (190)																								

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.				Income of School derived from												Annual Grant paid at end of School Year 1903–1904.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	BUTE—*cont.*																								
	KILBRIDE—*cont.*																								
2500	Lamlash	P.	4	173	127	11	89	42	20	112	3	..	1	367	140	65	..	16	..	..	145	..	..	..	151 19 0
1193	Whiting Bay	P.	4	105	61	..	19	35	..	54	2	..	..	174	57	33	..	58	..	..	27	..	..	..	57 10 0
			(390)																						
	KILMORY.																								
4838	Dougarie	P.	4	53	25	2	8	13	2	21	1	1	..	134	43	14	..	3	..	..	74	1	..	..	41 8 6
4577	Kilmory	P.	4	116	102	8	22	47	6	83	1	1	..	200	114	53	..	13	..	..	12	9	..	..	113 18 2
1171	Little Mill	P.	4	90	47	3	14	21	3	41	1	..	..	126	58	25	..	6	..	..	40	8	..	..	60 8 9
4576	*Lochranza*	P.	4	100	51	9	16	13	5	43	1	..	..	153	58	23	..	6	..	..	71	..	..	..	66 17 9
980	Pennyfoch	P.	4	55	55	6	16	21	4	47	2	..	..	161	67	29	..	7	..	..	67	..	..	..	67 5 9
4465	Shiskine	P.	4	145	87	11	31	33	..	75	2	..	..	195	96	45	..	11	..	..	53	..	..	..	53 9 3
3751	Sliddery	P.	4	64	22	2	8	8	..	18	1	..	..	112	58	13	..	3	..	..	53	..	..	..	34 18 0
			(204)																						
	KINGARTH.																								
360	Bigdale	P.	3	50	18	4	8	3	1	16	1	..	..	96	45	14	..	3	..	..	34	..	..	..	33 5 3
612	Kerrycroy	P.	3	70	33	7	10	12	..	29	1	..	..	142	81	17	..	4	..	..	37	..	..	..	31 17 6
5	Kingarth	P.	3	120	75	10	25	28	8	71	2	..	..	260	83	43	..	11	..	..	112	..	..	8	80 9 9
6438	Mount Stuart	R.C.	3	68	50	8	5	11	3	27	1	..	..	122	52	16	4	4	..	66	..	..	..	..	33 6 9
			(266)																						
	NORTH BUTE.																								
	Ballimlay	P.	3	74	23	4	10	11	..	25	1	..	..	115	57	14	..	4	..	..	60	..	..	..	37 13 6
4325	Kildavanan	P.	3	45	25	2	9	10	..	21	1	..	..	82	40	14	..	3	..	..	25	..	..	..	38 11 9
1069	North Bute	P.	3	196	113	23	39	38	..	100	3	..	..	267	107	59	..	55	..	..	147	..	..	..	108 14 3
140																									
			(286)																						
	ROTHESAY (Burgh).																								
3686	¶ Academy and Thomson's Institution	P.	6	518	290	18	66	122	..	206	7	1	2	894	253	167	..	81	..	..	247	194	..	3	247 18 7
H.C.	¶ Academy and Thomson's Institution, H. C.	HGP	6	461	98	..	..	..	95	95	2	2	..	1356	842	73	..	14	118	..	415	103	290	8	338 16 2
4140	Rothesay	P.	3	1166	1020	164	319	413	82	918	16	8	6	2453	1097	554	98	133	25	133	652	13	..	..	1004 18 1
4184	St. Andrew's	R.C.	3	266	208	34	94	66	..	194	5	1	2	499	211	110	..	25	..	..	..	..	..	..	209 6 0
	TOTAL			4444	3389	519	1014	1072	175	2780	91	24	14	10192	4770	1576	102	470	118	1880	2940	2832	290	91	8855 6 8

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2980	**Barrock**	P.	2	184	93	18	24	32	5	79	2	1	..	235	110	46	..	42	..	..	38	..	..	..	117	6	0
837	Bower	P.	2	125	70	6	22	31	..	59	1	..	1	164	85	35	..	9	..	..	35	..	..	..	90	3	3
4765	Gillock	P.	2	29	31	5	12	11	..	28	1	..	..	86	42	15	..	4	..	..	26	..	..	..	46	1	3
562	*Staxstill*	P.	2	70	49	8	14	30	2	44	2	..	..	194	76	27	..	57	..	..	24	..	..	..	74	8	0
278	Stemster	P.	2	118	49	4	13	24	..	41	1	..	..	155	70	25	..	6	..	..	54	..	..	..	69	5	6
	CANISBAY § 67.		(324)																						
318	Canisbay	P.	3	142	70	12	21	21	3	57	1	2	1	272	95	44	..	51	..	..	32	..	..	..	96	3	3
3144	Freswick	P.	3	90	45	7	13	17	..	37	1	..	..	132	58	22	..	6	..	..	46	..	..	..	57	17	3
2583	John O'Groats	P.	3	110	56	11	17	21	..	49	1	..	1	155	70	31	..	8	..	..	47	..	..	..	56	16	9
766	Mey	P.	3	105	64	10	17	23	1	51	1	..	1	207	67	31	..	48	..	..	61	..	..	..	69	1	9
4122	Stroma	P.	3	108	70	14	25	21	..	60	1	..	1	158	71	22	..	8	..	..	46	..	..	..	81	8	3
	DUNNET.		(224)																						
1868	Cross Roads	P.	1	185	95	11	23	44	..	78	3	..	..	292	102	44	..	52	..	..	94	..	..	..	102	9	6
734	Dunnet	P.	1	154	60	11	17	19	4	51	2	..	..	160	67	29	..	48	..	..	37	..	..	..	70	2	9
2862	Greenland	P.	1	68	43	5	16	14	..	35	1	..	..	96	47	18	..	4	..	..	26	..	..	..	60	6	6
	HALKIRK.		(474)																						
5295	Banniskirk	P.	12	54	31	6	11	8	..	25	1	..	..	67	39	18	..	4	..	..	7	..	..	..	41	14	6
1222	Calder	P.	12	120	32	3	9	14	..	26	1	..	..	123	61	17	..	5	..	..	39	..	..	..	57	17	0
2222	Halkirk	P.	6	283	133	16	41	51	..	108	2	1	2	306	179	71	..	35	..	..	21	..	..	..	297	10	4‡
2222 HG	Halkirk, H.G.	HGP	6	106	32	..	..	..	28	28	1	..	..	259	73	16	..	17	..	..	84	..	60	..	84	3	10†
919	Harpedale	P.	12	62	36	8	12	11	..	31	1	..	..	126	56	23	..	5	..	..	42	..	..	..	54	7	3
3268	Lieurary	P.	12	126	104	14	35	38	9	91	1	2	..	272	146	60	..	55	..	..	11	..	..	..	138	6	3
3386	Spittal	P.	12	133	87	23	21	32	..	76	1	..	2	169	103	47	..	11	..	..	9	..	..	..	106	9	6
742	Westerdale	P.	12	56	35	7	13	10	..	30	1	..	..	120	54	31	..	5	..	..	40	..	..	..	52	16	6
	KEISS § 67.		(240)																						
891	Aukengill	P.	1	80	55	8	13	27	..	48	2	..	..	198	71	34	..	53	..	..	35	..	..	..	62	16	9
3205	Keiss	P.	1	213	174	26	55	52	17	150	5	..	2	491	243	93	..	53	30	..	12	..	60	..	240	17	6
	LATHERON § 67.		(964)																						
1236	Achavanich	P.	1	60	16	3	3	8	..	14	p	..	..	60	31	8	..	2	..	..	19	..	..	..	32	6	0
4912	Berriedale	P.	1	36	29	7	9	7	4	27	1	..	..	90	39	18	..	4	..	29	..	..	..	..	39	9	3
234	Borgue	P.	1	150	32	12	9	8	..	29	1	..	..	128	38	19	..	5	..	..	67	..	..	..	41	17	6
1179	Braemore	P.	1	50	15	2	5	7	..	14	p	..	..	57	30	7	..	2	..	..	18	..	..	..	32	6	0
667	Bruan	P.	1	150	68	10	18	27	2	57	1	..	2	155	78	36	..	8	..	..	33	..	..	..	77	4	11
652	Dunbeath	P.	1	208	168	21	57	52	8	138	2	3	1	357	190	79	..	39	..	..	21	..	..	28	196	16	3
1453	Houstry	P.	1	51	26	3	7	11	..	21	p	..	..	64	39	9	..	3	..	..	14	..	..	..	41	19	3
2496	Latheron	P.	1	160	121	13	44	36	12	105	2	1	2	260	150	57	..	54	..	..	..	..	..	..	169	15	0
3283	Lybster	P.	6	223	167	41	58	43	..	141	2	1	3	317	71	80	..	23	..	..	142	..	..	..	179	2	1†
3283 H.G	Lybster, H.G.	HGP	6	121	33	..	..	..	27	27	2	..	..	274	61	17	..	1	..	..	105	..	90	..	115	1	6†
332	Newlands of Clyth	P.	1	150	104	15	26	45	..	86	2	..	2	216	121	54	..	14	..	..	27	..	..	..	99	7	9
566	Swiney	P.	1	157	107	16	26	37	5	84	1	1	2	232	100	50	..	12	..	..	69	..	..	1	115	16	3
1741	Wheel	P	1	120	38	9	13	11	..	33	1	..	..	104	56	19	..	5	..	..	23	..	..	..	57	11	3
	OLRIG § 67.		(295)																						
308	Castletown	P.	6	172	136	25	52	47	..	124	3	..	1	286	101	93	..	..	..	..	71	..	..	21	161	3	8†
308 HG	Castletown, H.G.	HGP	6	28	32	..	..	..	29	29	1	..	..	240	..	..	..	..	..	..	180	..	60	..	129	17	2†
4641	Durran	P.	3	35	23	5	6	10	..	21	1	..	..	71	37	10	..	3	..	..	19	..	..	2	42	0	6

‡ Grant for 18 months. † Grant for 11 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£ s. d.	
	CAITHNESS—*cont.*																								
	OLRIG—*cont.*																								
549	*Murkle*	P.	3	116	63	7	17	25	5	54	1	1	1	220	93	37	..	9	..	..	64	..	..	13	57 16 9
309	Tain District	P.	3	60	27	5	8	11	..	24	1	..	..	64	41	12	..	3	..	..	5	..	..	3	45 13 9
2211	Olrig, Female	..	3	172	21	9	5	4	1	19	1	..	..	104	33	16	4	44	23	..	..	..	..	3	23 1 9
	REAY. (188)																								
4920	Brawlbin	P.	3	34	11	1	4	4	..	9	p	..	..	78	32	8	..	2	..	..	36	..	..	..	26 15 0
1829	Brubster	P.	3	50	16	3	2	8	..	13	1	..	..	81	32	8	..	2	..	..	40	..	..	..	31 19 0
1615	Dounreay	P.	3	100	51	9	14	13	8	44	1	1	..	217	71	26	..	47	..	..	73	..	..	..	71 17 9
4009	Reay	P.	3	142	72	11	22	25	5	63	1	1	..	208	84	37	..	49	..	..	32	..	..	..	37 6 9
1114	Shebster	P.	3	50	11	2	4	5	..	11	1	..	..	57	28	7	..	2	..	..	21	..	..	..	28 7 6
	THURSO § 67. (1034)																								
2624	Forse	P.	1	52	44	4	13	21	..	38	1	..	..	142	80	26	..	6	..	..	30	..	..	..	65 2 3
4135	Janetstown Dist.	P.	1	92	25	3	7	11	..	21	1	..	..	89	43	13	..	3	..	..	24	..	..	6	42 9 9
38	Miller Institution	P.	6	462	403	65	137	155	..	357	7	1	5	969	518	223	..	58	..	..	5	..	..	125	516 17 3
38 HG	Miller Institution, H.G.	HGP	6	222	118	..	..	..	106	106	3	1	..	943	386	55	..	14	128	..	236	..	100	30	479 3 0
4952	West	P.	6	489	300	57	87	107	..	251	6	..	2	755	313	144	..	37	..	..	188	..	..	73	488 4 3
731	Weydale Dist.	P.	1	96	37	2	10	16	..	28	1	..	..	121	58	20	..	5	..	..	27	..	..	10	52 1 9
	WATTEN § 67. (238)																								
2185	Gersa	P.	2	70	58	9	10	24	5	48	1	1	1	206	67	25	..	46	..	..	67	..	..	..	72 12 9
4372	Lanergill	P.	2	110	56	11	16	13	6	46	2	..	..	209	64	25	..	56	..	..	62	..	1	..	66 5 3
2649	West Watten	P.	2	133	66	15	18	25	1	59	2	..	..	221	83	35	..	59	..	..	44	..	..	..	75 10 6
	WICK (Burgh) § 67. (1563)																								
2388	Pulteneytown Academy	P.	6	578	559	..	4	489	..	493	13	2	4	1692	798	289	..	70	..	..	356	..	..	174	908 17 11
2386 HG	Pulteneytown Academy H.G.	HGP	6	361	206	..	..	..	178	176	4	..	..	1849	637	108	..	25	..	..	410	..	100	67	768 1 10
1584	West Banks	P.	10	350	322	71	124	86	..	281	4	1	5	712	371	223	..	41	..	..	..	..	..	111	374 18 0
3560	Wick, North	P.	10	886	411	126	172	70	..	369	6	2	4	762	420	252	..	55	..	..	..	..	..	147	474 18 3
4569	Wick, South	P.	10	745	639	246	292	79	..	509	9	1	9	1178	758	489	..	80	..	..	..	..	..	241	748 5 6

6446	Ackergill	P.	1	42	26	10	13	..	..	23	1	..	..	87	29	16	..	4	..	..	38	..	.	..	27	11	6
4002	Bilbster	P.	1	80	50	4	16	27	..	47	1	1	..	150	77	29	..	47	..	..	..	..	..	..	77	18	9
1434	Killimster	P.	1	160	82	9	21	30	18	73	3	..	1	328	118	43	..	51	..	..	115	..	..	..	114	1	0
2678	Staxigoe	P.	1	120	101	21	32	37	..	90	3	..	..	283	108	54	..	14	..	..	106	..	..	..	115	4	9
1068	Tannach	P.	1	80	30	4	7	16	..	27	2	..	..	176	50	16	..	45	..	..	65	..	..	..	45	19	6
4140	Thrumster	P.	1	200	90	12	32	34	3	81	2	1	..	344	128	60	..	55	..	..	102	..	..	..	120	14	6
1366	Whaligoe	P.	1	92	46	6	14	18	6	44	1	1	..	129	73	28	..	7	..	..	21	..	..	..	74	8	6
	TOTAL			10236	6565	1137	1849	2230	493	5709	138	29	56	19214	8784	3724	4	1707	176	29	3958	..	471	1056	9758	12	9
	CLACKMANNAN.																										
	ALLOA (Town) § 67. (2292)																										
202	¶Academy	P.	6	333	379	50	112	190	..	352	7	..	2	1147	394	185	..	46	..	..	339	188	..	..	420	2	6
202 H.G	¶Academy, H.G.	HGP	6	534	155	..	..	1	140	141	6	..	..	1601	536	80	..	20	..	..	160	335	220	240	624	14	8
86	Alloa (Burgh)	P.	5	500	492	91	182	171	11	455	8	2	8	1375	527	268	..	66	..	..	514	5	..	..	546	11	1
2180	Ludgate	P.	5	423	248	54	78	95	..	227	5	1	3	818	244	128	..	32	..	..	404	4	..	..	258	13	9
5282	Sunnyside	P.	5	809	773	166	257	253	29	705	15	1	5	2346	882	436	..	109	..	..	897	23	..	..	856	17	6
2252	Alloa	E.	10	302	295	54	92	116	..	262	4	2	4	690	284	156	38	38	..	91	..	6	..	..	302	1	6
1729	St. Mungo's	R.C.	11	275	198	26	57	92	7	182	3	..	2	488	196	108	26	26	..	80	..	19	..	..	218	16	6
	ALLOA (Landward) § 67. (1118)																										
637	Alloa Parish	P.	10	462	581	111	152	205	8	476	9	1	..	1259	513	295	..	71	..	..	368	12	..	..	535	0	5
6495	*Fairfield	P.	10																								
2936	Sauchie	P.	10	380	240	50	68	78	13	209	3	2	1	599	263	140	..	34	..	..	155	6	..	..	248	9	4
2362	Tullibody	P.	7	295	231	51	74	77	7	209	4	1	1	631	227	125	..	31	..	..	240	8	..	1	240	11	3
	ALVA § 67 (1079)																										
2314	Alva Academy	P.	6	785	611	90	220	249	..	559	11	2	8	1651	657	383	..	98	..	..	518	..	..	..	660	18	3
2314 H.G	Alva Academy, H.G.	HGP	6	150	102	..	..	2	91	93	2	3	..	746	343	56	..	15	..	..	166	..	100	65	363	5	3
2425	Menstrie	P.	3	250	188	44	58	76	1	179	3	2	..	603	194	103	..	26	..	..	255	4	..	22	197	16	10
4405	Alva, Infants	..	10	220	117	31	22	..	..	103	1	2	1	259	188	54	13	13	..	19	..	..	..	..	102	9	6
	CLACKMANNAN § 67. (527)																										
18	Clackmannan	P.	6	401	381	90	108	135	14	347	5	3	3	1093	390	191	..	49	..	..	463	..	..	..	413	7	9
3133	Forestmill	P.	6	94	84	8	11	13	..	32	1	..	..	109	46	17	..	4	..	..	25	..	..	8	49	9	3
3209	Kennet	P.	6	121	58	17	17	19	..	53	2	..	..	196	54	32	..	58	..	..	38	..	..	14	56	2	9
	DOLLAR. (413)																										
4629	Dollar	P.	4	414	207	51	92	49	..	192	3	1	1	537	189	106	..	27	1	..	189	..	..	25	208	0	9
	TILLICOULTRY § 67. (990)																										
2158	Coalsnaughton	P.	10	292	255	43	76	95	..	214	5	..	3	639	237	165	..	31	..	..	135	4	..	66	244	4	3
2228	Tillicoultry	P.	10	677	642	100	209	221	46	576	12	..	7	1660	714	447	..	85	..	..	189	9	90	176	716	2	3
	TOTAL			7717	6137	1177	1885	2137	367	5566	109	23	44	18441	7077	3470	78	875	1	190	5016	618	420	617	7263	15	4
	DUMBARTON.																										
	ARROCHAR. (91)																										
1150	Ardlui	P.	6	30	10	1	4	2	..	7	p	..	..	71	29	8	..	2	..	..	33	..	..	..	22	11	6
2962	Arrochar	P.	6	90	46	7	19	14	..	40	1	1	..	261	59	26	..	46	..	..	130	..	..	..	54	7	0

* New School Grant to run as from 1st November, 1905. † Grant for 18 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMBARTON—*cont.*																							
	BONHILL § 67. (2837)																							
3400	Alexandria, Main Street	P.	5	741	618	108	170	223	32	533	10	1	6	1419	649	331	..	83	..	..	353	3	..	..	660 6 10
4144	Bonhill	P.	5	465	529	108	160	154	9	431	6	3	5	1038	453	242	..	61	..	..	280	2	..	..	496 2 10
2443	Jamestown South	P.	5	568	544	94	173	174	13	454	8	2	6	1187	524	265	..	66	..	..	325	6	..	..	542 14 3
506	Vale of Leven Academy	P.	6	636	656	139	194	254	..	587	10	2	8	1387	646	335	..	84	..	..	313	8	..	..	686 10 10
506 H.G	Vale of Leven Academy, H.G.	HGP	6	166	106	..	..	..	87	87	3	..	..	598	338	53	..	13	..	..	76	..	118	..	364 2 1
4250	Alexandria, St. Mary's	R.C.	9	411	453	80	108	222	..	410	5	3	2	908	413	241	60	60	..	104	..	29	..	..	445 9 6
	CARDROSS § 67. (1389)																							
4500	Cardross	P.	5	257	186	46	48	60	4	158	4	..	2	658	174	94	..	23	4	..	363	..	..	..	176 19 0
2196	Renton	P.	5	982	746	125	239	252	34	650	14	1	6	2040	833	407	..	102	..	..	699	..	..	..	813 2 9
6360	Renton, St. Martin's	R.C.	5	300	303	64	96	94	..	254	2	4	1	672	240	146	37	37	..	197	..	15	..	..	265 4 4
	CUMBERNAULD. (1087)																							
2432	Cumbernauld	P.	2	549	417	74	116	155	16	361	7	1	6	970	384	199	..	50	..	..	328	..	..	9	436 2 9
4198	Drumglass	P.	2	196	130	28	35	53	..	116	2	1	1	368	118	68	..	16	..	..	166	..	..	..	127 15 3
2002	Southern District	P.	2	122	64	20	27	6	..	53	1	1	..	172	55	29	..	58	..	..	29	..	..	..	54 9 9
3305	South Muirhead Arms	P.	2	50	34	8	6	17	..	31	p	..	..	81	46	19	..	4	..	..	11	..	..	..	48 18 9
6443	Croy, Holy Cross	R.C.	2	296	352	92	105	114	..	311	5	1	1	818	328	199	41	46	..	188	..	20	..	..	333 11 0
	DUMBARTON (Burgh) § 67. (4108)																							
3313	¶Academy	P.	6	362	256	31	76	114	30	251	8	1	3	1044	292	139	..	35	..	..	315	218	..	46	968 9 11
3313 H.G	¶Academy, H.G.	HGP	6	364	124	..	..	..	115	115	4	..	..	1350	440	76	..	19	100	..	318	104	269	24	496 5 7
423	College Street	P.	4	998	991	188	336	407	..	931	18	..	7	2517	1061	551	..	138	..	..	768	..	..	..	1069 16 1
4575	Knoxland	P.	4	1198	868	159	292	324	..	775	18	2	2	2270	873	463	..	116	..	..	920	..	..	..	891 19 2
2802	West Bridgend	P.	4	826	670	124	236	249	..	609	12	2	5	1854	686	364	..	91	..	..	712	..	..	..	684 5 11
2197	Dumbarton	R.C.	9	1302	1110	259	400	351	10	1020	10	4	7	2016	1090	610	151	151	..	44	..	40	..	..	1057 5 1
	KILMARNOCK. (143)																							
1427	Ardoch Bridge	P.	6	99	45	6	16	19		46	1	1	..	194	56	50	..	47	..	..	40	..	..	..	55 13 9
6133	Kilmaronock	P.	6	52	42	6	9	23	1	39	1	1	..	221	43	34	..	55	..	..	89	..	..	..	44 17 9

	KIRKINTILLOCH(Town)§67(2157)																								
3338	Lairdsland	P.	5	980	842	132	250	297	19	698	10	3	2	1780	832	449	..	112	..	..	396	..	..	..	805 5 3
2073	¶*Lenzie Academy*	P.	6	302	200	22	54	91	..	167	4	2	1	569	215	..	..	28	..	..	95	221	..	10	189 1 9
2073 H.G	*Lenzie Academy, H.G.*	HGP	6	150	147	..	..	1	124	125	5	..	..	1212	280	..	..	14	..	..	663	..	234	20	433 9 6
2092	Townhead	P.	5	952	909	141	276	309	30	756	13	4	5	1891	884	474	..	119	..	..	414	..	..	..	914 0 9
483	Kirkintilloch	R.C.	5	374	457	75	144	143	4	366	3	5	4	994	337	234	54	54	..	265	..	22	..	..	364 4 8
	KIRKINTILLOCH(Landw'd) (704)																								
875	*Condorrat*	P.	4	308	206	39	73	56	6	174	2	2	..	429	177	95	..	24	..	..	134‖	..	..	..	201 18 2
1025	Gartconner	P.	4	306	194	26	57	72	9	164	3	3	..	529	198	104	..	26	..	..	191	..	..	..	195 18 0
4646	Twechar	P.	4	339	288	66	85	88	7	246	4	2	2	704	255	139	..	35	..	..	276	..	..	..	286 8 9
	LUSS. (89)																								
6275	Glendouglas	P.	6	20	10	3	3	4	..	10	1	..	..	37	23	4	..	1	..	..	60	..	..	..	25 2 0
2153	Luss	P.	6	98	68	8	26	26	3	63	2	..	..	258	94	39	..	59	..	..	73	..	..	1	85 13 6
958	Muirland	P.	6	75	39	3	12	19	..	34	1	..	..	90	44	16	..	4	..	..	26	..	..	..	53 10 9
	NEW or EAST KILPATRICK(3153)																								
4243	Craigton	P.	2	111	74	14	24	26	..	64	2	..	..	238	96	47	..	12	..	..	134	..	..	1	80 17 6
6496	Drumchapel	P.	2	208	79	20	27	25	..	72	2	..	..	307	32	46	..	11	..	..	166	1	..	..	78 10 3
2121	Garscadden	P.	2	200	137	24	42	42	..	108	3	1	..	454	121	68	..	36	..	..	227	..	..	2	118 5 6
2664	Milngavie	P.	2	549	673	110	225	230	21	586	9	4	2	1560	611	322	..	81	..	..	532	..	..	14	677 0 0
2347 2347 G.H	New Kilpatrick	P.	6	403	307	48	102	85	31	266	5	1	2	850	264	151	..	38	2	..	331	..	..	15	302 3 0
	New Kilpatrick, H.G.	P.	6	120	52	..	..	..	44	44	2	..	..	452	185	31	..	8	..	..	12	..	216	..	178 14 9
6411	Temple	P.	2	560	647	109	234	205	12	560	11	1	3	1557	584	313	..	77	..	..	573	..	..	11	643 12 3
4179	Milngavie	R.C.	2	189	190	50	62	53	..	165	3	1	..	376	164	99	29	53	..	30	..	10	..	..	174 11 9
	OLD or WEST KILPATRICK § 67. (5724)																								
120	Clydebank	P.	6	1816	1657	286	577	598	..	1461	25	8	4	4055	2249	906	..	227	..	..	623	30	..	21	1671 2 6
120HG	Clydebank H.G.	HGP	6	282	158	..	..	..	129	129	7	..	..	961	304	58	..	14	..	..	191	..	394	..	448 17 0
1876	Dalmuir	P.	3	627	520	107	151	191	16	465	10	1	..	1576	484	254	..	63	..	..	769	5	..	1	539 18 3
2986	Duntocher	P.	3	439	404	85	172	101	11	369	3	3	2	1150	421	214	..	53	..	..	450	12	..	..	423 8 11
6009	Elgin Street	P.	3	1234	855	158	299	319	37	813	19	1	4	2786	962	496	..	124	..	..	1170	13	..	22	965 16 6
2313	Gavinburn	P.	3	599	452	85	145	169	14	413	8	2	3	1372	514	269	..	65	..	..	527	5	..	1	448 11 1
2924	Milton	P.	3	340	123	26	27	55	..	108	3	1	2	646	123	69	..	17	..	..	436	3	..	1	122 14 9
6373	Radnor Park	P.	3	988	790	158	274	251	10	693	15	..	..	2901	511	265	..	66	..	..	1151	6	..	4	792 15 1
4680	Clydebank, Our Holy Redeemer's.	R.C.	9	888	828	142	268	322	4	736	10	5	..	1633	828	469	114	114	..	..	..	77	..	..	808 5 6
4858	Duntocher, St. Mary's	R.C.	4	391	468	129	139	134	..	402	3	5	..	875	354	221	55	55	..	150	..	40	..	..	395 18 0
	ROSENEATH. (282)																								
3451	Kilcreggan	P.	3	176	109	19	35	43	..	97	2	1	..	321	101	55	..	54	..	..	111	..	..	1	105 15 9
1745	Peaton	P.	3	25	13	..	7	5	..	12	p.	..	..	69	33	10	..	3	..	..	24	..	..	..	27 10 0
4181	Roseneath	P.	3	150	83	7	32	38	..	77	2	..	1	391	86	44	..	11	..	..	247	..	..	2	91 0 0
	ROW. (1937)																								
3148	Garelochhead	P.	6	127	93	16	36	23	4	80	2	1	..	426	115	55	..	54	..	..	201	..	..	1	109 4 6
1622	Glenfruin	P.	6	75	10	3	2	5	..	10	1	..	..	99	26	6	..	2	..	..	66	..	..	..	25 17 6
6475	Helensburgh, Clyde Street	P.	6	553	401	65	111	161	17	354	7	1	3	1215	409	227	..	56	..	..	509	..	..	13	436 16 7
4448	¶Helensburgh Hermitage	P.	6	396	302	34	97	136	..	267	7	..	4	1104	327	164	..	42	..	..	320	251	..	..	310 11 0
4448 H.G	¶Helensburgh Hermitage, H.G.	HGP	6	158	105	..	..	..	96	95	3	1	..	829	285	52	..	13	..	..	151	97	231	..	352 11 3
111	Row	P.	6	290	127	14	40	50	..	104	3	1	..	494	131	72	..	38	..	..	251	..	..	3	117 14 6
3997	Shandon	P.	6	40	25	9	14	..	..	23	p.	..	..	61	19	11	..	3	..	..	28	..	..	..	22 2 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMBARTON—*cont.*																								
	ROW—*cont.*																								
1720	Helensburgh St. Joseph's	R.C.	9	237	270	71	72	100	..	243	3	1	..	602	250	142	35	35	..	130	..	10	..	..	261 17 0
3359	Helensburgh Trinity	E.	11	239	210	40	66	72	6	184	2	2	2	404	204	111	27	27	..	31	..	3	..	1	209 19 0
	TOTAL			27236	22786	4111	7125	7886	1009	20081	379	89	114	61669	28983	11715	594	3329	5	1134	17944	1252	1461	223	24726 16 5
	DUMFRIES.																								
	ANNAN. (1165)																								
112	¶Academy	P.	6	379	280	42	72	90	..	204	5	..	2	539	228	125	..	30	..	..	..	176	..	..	225 16 6
112 H.G	Academy H.G.	HGP	6	132	75	..	..	1	64	65	2	1	..	683	214	34	..	8	99	..	..	..	363	24	214 4 9
198	Annan	P.	9	1204	863	188	261	299	28	776	14	3	7	1949	915	466	..	117	..	..	452	..	..	..	911 9 3
4310	Breconbeds	P.	9	160	157	25	52	52	..	129	2	1	..	310	148	80	..	20	..	..	67	..	..	..	140 3 0
3116	Annan, St. Columba's	R.C.	9	189	51	20	11	20	..	51	1	1	..	146	49	27	40	14	..	15	..	1	..	..	58 11 6
	APPLEGARTH & SIBBALDBIE (143)																								
76	Sandyholm	P.	5	90	64	24	28	18	..	70	1	..	1	180	63	34	..	9	..	..	75	..	..	..	75 11 6
3357	Sibbaldbie	P.	5	66	37	8	12	16	..	36	1	..	..	145	53	25	..	6	..	..	60	..	..	..	46 16 0
	BRYDEKIRK. (173)																								
3002	Brydekirk	P.	9	229	156	48	46	53	..	147	2	2	..	328	154	85	..	21	..	..	61	5	..	2	156 18 3
	CANONBIE. (399)																								
571	Canonbie	P.	4	350	167	17	40	77	..	134	3	1	..	453	151	81	..	20	..	..	201	..	..	..	149 14 9
4120	Gilnockie	P.	4	91	49	12	13	19	..	44	1	..	..	126	46	25	..	6	..	..	48	..	..	..	47 6 9
664	Glenzier	P.	4	70	59	10	21	22	..	53	1	..	..	132	66	34	..	8	..	..	24	..	..	..	66 4 6
569	Harlaw	P.	4	72	45	7	9	22	..	38	1	..	..	130	37	20	..	5	..	..	68	..	..	..	42 2 0
624	Bowanburn, Infant	P.	4	99	45	33	10	..	..	43	1	..	..	88	34	20	..	5	..	..	23	..	..	..	48 3 6
	CAERLAVEROCK. (151)																								
2818	Glencaple	P.	5	110	68	16	21	25	..	62	1	..	..	205	58	32	..	45	50	..	7	..	..	..	66 13 2
3977	Hutton Hall	P.	5	193	103	19	25	40	18	102	2	1	..	340	184	54	..	30	210	..	79	..	..	..	130 15 4

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	CLOSEBURN. (240)																										
4359	Closeburn	P.	11	66	41	11	14	10	..	35	1	..	..	93	33	19	..	5	..	..	25	..	..	12	86	16	6
1614	*Gubhill*	P.	6	44	19	2	5	5	..	12	p.	..	..	74	32	10	..	2	..	..	29	..	..	..	28	2	3
77	Wallace Hall Academy	..	6	398	286	36	57	86	34	213	5	3	4	1129	315	128	33	33	306	..	..	4	261	51	324	15	3
	CUMMERTREES. (144)																										
2823	Cummertrees	P.	5	190	82	12	22	33	5	72	1	2	..	295	80	43	..	11	..	..	161	..	..	..	86	19	9
387	Trailtrow	P.	5	58	40	5	16	13	..	34	1	..	..	158	44	19	..	5	..	..	90	..	..	..	47	2	9
	DALTON. (90)																										
4183	Dalton	P.	5	121	81	18	26	28	..	72	1	1	..	187	83	41	..	10	..	..	54	..	..	..	77	8	0
	DORNOCK. (199)																										
915	Dornock	P.	10	180	153	26	50	55	..	131	2	1	..	307	142	77	..	19	..	..	69	..	..	..	142	9	3
	DRYFESDALE. (610)																										
238	Lockerbie Academy	P.	6	565	522	108	163	209	..	475	8	1	10	1283	575	282	..	71	..	..	356	..	..	..	570	18	7
238 H.G.	Lockerbie Academy, H.G.	H.G. P.	6	155	108	..	..	1	96	97	5	..	..	923	400	53	..	13	..	..	105	..	351	..	404	8	9
	DUMFRIES (Burgh). (2437)																										
2703	George Street	P.	4	602	363	68	113	140	..	321	6	3	..	1066	374	192	..	50	..	..	444	..	..	..	350	12	0
824	Loreburn Street	P.	4	634	611	120	162	198	58	538	8	4	3	1591	677	319	..	80	..	..	514	..	..	..	681	5	6
2770	St. Michael Street	P.	4	592	593	132	202	207	..	541	9	..	4	1437	591	314	..	79	..	..	452	1	..	..	613	19	8
2876	St. John's	E.	1	344	319	70	97	103	..	270	3	1	3	647	316	170	41	42	..	86	..	33	..	2	300	3	3
2549	St. Andrew's	R.C.	4	374	547	133	164	190	..	487	5	3	3	1140	549	301	75	75	..	117	..	28	..	..	535	12	0
	DUMFRIES(Landward) § 67 (898)																										
22	Brownhall	P.	11	160	108	24	35	39	..	98	2	..	1	345	114	60	..	15	..	..	144	7	..	4	110	18	3
3560	Catherinefield	P.	11	159	130	35	35	48	..	118	2	1	..	309	123	68	..	17	..	..	89	12	..	..	126	2	6
1087	Noblehill	P.	11	940	569	80	205	192	25	502	9	2	7	1460	616	318	..	79	..	..	391	43	8	4	620	9	3
	DUNSCORE. (178)																										
381	Burnhead	P.	12	96	56	8	19	22	..	49	1	..	..	154	57	32	..	8	1	..	57	..	..	..	53	15	0
398	Dunscore Village	P.	12	148	112	21	29	43	..	93	1	1	..	197	88	50	..	12	3	..	43	..	..	..	101	2	9
424	Glenesslin	P.	12	59	30	7	9	10	..	26	1	..	..	130	35	18	..	4	5	..	73	..	..	..	36	6	0
	DURISDEER. (220)																										
115	Birleyhill	P.	6	106	61	9	23	21	..	53	1	..	1	182	70	32	..	8	2	..	70	..	..	..	70	5	9
149	Durisdeer	P.	6	103	69	11	15	32	..	58	1	..	1	187	63	35	..	8	..	..	83	..	..	..	64	0	6
631	Enterkinfoot	..	4	47	24	4	10	7	..	21	1	..	..	95	40	14	3	3	..	35	..	..	..	..	37	12	3
	ESKDALEMUIR. (83)																										
417	Davington	P.	10	58	21	2	4	8	..	14	1	..	..	132	37	7	..	3	..	..	85	..	..	..	29	12	0
4279	Eskdalemuir	P.	10	100	29	3	9	13	..	25	1	..	..	136	41	9	..	4	..	..	90	..	..	..	41	0	0
	EWES. (46)																										
19	Ewes	P.	10	60	37	3	15	16	..	34	1	..	..	173	48	21	..	5	..	..	100	..	..	..	50	6	0
	GLENCAIRN. (309)																										
3707	*Craigmuie Combination*	P.	6	40	18	3	10	5	..	18	1	..	..	80	31	10	..	2	..	..	37	..	..	..	33	4	0
398	Crossford	P.	6	78	66	10	16	29	..	55	1	1	..	202	73	34	..	48	..	..	48	..	..	..	70	12	9
396	Moniaive	P.	6	280	164	17	54	60	11	142	3	1	..	491	188	94	..	23	..	..	186	..	..	1	172	2	0
	GRETNA. (258)																										
163	Gretna	P.	10	155	123	24	42	32	..	98	1	1	..	344	102	56	..	14	..	..	172	..	..	..	104	15	0
81	Mount Pleasant	P.	10	160	91	21	22	30	..	73	1	1	..	317	77	41	..	11	..	..	188	..	..		80	11	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	s.	d.
	DUMFRIES—*cont.*																									
	HALFMORTON. (46)																									
93	Halfmorton	P.	10	148	40	8	12	17	..	37	1	1	..	209	48	27	..	45	..	..	88	..	..	..	50	5	9
	HODDAM. (282)																									
4469	Hoddam	P.	10	294	220	46	71	72	..	189	3	..	2	489	217	116	..	29	..	..	125	..	..	2	210	0	6
	HOLYWOOD. (165)																									
3189	Holywood	P.	11	152	121	17	37	49	..	103	2	..	1	275	107	57	..	15	..	..	95	..	..	1	115	5	3
3999	Speddoch	P.	11	32	15	4	5	5	..	14	1	..	..	76	27	5	..	2	..	..	42	..	..	..	29	18	3
4000	Stellaton	P.	11	62	44	11	12	14	..	37	1	..	..	122	48	20	..	5	..	..	49	..	..	..	49	8	6
	HUTTON AND CORRIE. (149)																									
467	Corrie	P.	12	120	56	7	18	26	..	51	2	..	..	267	73	30	..	58	..	..	106	..	..	..	72	12	6
4362	Hutton	P.	12	97	82	10	28	36	..	74	2	..	..	255	102	50	..	12	..	..	91	..	..	..	92	15	0
	JOHNSTONE. (135)																									
536	Cogrieburn	P.	10	58	25	4	8	11	..	23	1	..	..	86	39	13	..	3	..	..	31	..	..	..	40	5	3
3520	Goodhope	P.	10	78	28	3	7	12	..	22	1	..	..	146	40	16	..	4	..	..	86	..	..	..	34	9	6
65	Johnstone	P.	10	110	82	14	26	31	..	71	1	1	..	204	76	42	..	11	..	..	76	..	..	..	77	7	3
	KEIR. (75)																									
3702	Lower	P.	6	86	42	6	14	12	1	33	1	..	..	147	41	17	..	4	..	..	86	..	..	..	47	4	0
3163	Upper	P.	6	100	33	13	13	10	1	37	1	1	..	161	37	22	..	5	..	..	97	..	..	..	40	1	0
	KIRKCONNEL. (288)																									
1927	*Cairn Combination*	P.	6	44	13	3	3	5	..	11	1	..	..	82	28	7	..	2	..	..	46	..	..	..	26	4	0
4349	Kirkconnel	P.	6	290	239	46	77	88	..	211	4	..	..	550	207	115	..	29	..	..	199	..	..	..	235	12	9
	KIRKMAHOE. (214)																									
4189	Dalswinton	P.	12	102	51	11	17	21	..	49	1	1	..	220	51	25	..	7	..	..	146	..	..	..	53	12	6
169	Duncow	P.	12	189	132	32	37	47	..	116	3	1	..	354	108	64	..	16	..	..	166	..	..	..	117	10	0
	KIRKMICHAEL (174)																									
404	Garrel-	P.	6	90	46	10	13	19	..	42	1	..	..	126	58	25	..	6	..	..	86	..	..	..	60	10	9
171	Netherhill	P.	6	139	58	16	20	25	..	52	1	1	..	204	70	41	..	10	..	..	128	..	..	..	90	8	0

	KIRKPATRICK-FLEMING (302)																									
172	Gair	P.	10	80	53	8	21	17	..	46	1	..	1	184	48	17	..	7	1	..	111	..	..	..	49	19 3
4328	Kirkpatrick-Fleming	P.	10	230	225	36	74	80	4	194	4	1	..	523	211	84	..	28	3	..	197	..	..	..	216	19 0
	KIRKPATRICK-JUXTA (180)																									
3662	Drumgree	P.	5	59	27	2	9	14	..	25	1	..	..	122	46	18	..	5	..	..	54	..	..	..	50	18 0
3877	Kirkpatrick-Juxta	P.	5	148	101	17	37	38	..	92	2	1	..	353	108	56	..	14	..	..	161	..	..	..	101	11 0
	LANGHOLM § 67. (589)																									
2478	Langholm Academy	P.	6	342	476	96	155	168	..	419	8	..	8	1196	508	254	..	63	..	..	226	42	..	107	489	2 6
2478 H.G	Langholm Academy, H.G.	H.G. P.	6	160	98	..	..	..	85	85	3	..	..	790	360	50	..	13	..	..	73	21	273	..	362	0 3
1701	Wauchope	P.	6	40	16	3	7	6	..	16	1	..	..	86	28	7	..	2	..	..	49	..	..	..	32	15 0
	LOCHMABEN. (468)																									
247	Hightae	P.	10	145	84	18	24	35	..	77	1	1	..	231	84	46	..	12	..	..	90	..	..	..	84	3 3
3276	Lochmaben	P.	10	509	285	60	81	101	..	242	3	2	3	696	274	144	..	36	..	..	229	..	..	..	272	1 3
185	Templand	P.	10	126	109	22	34	39	..	95	1	1	1	239	108	57	..	14	..	..	60	..	..	..	92	3 3
	MIDDLEBIE. (367)																									
2913	Hottsbridge	P.	10	112	103	8	38	36	..	82	2	..	..	227	86	50	..	12	..	..	79	..	..	..	90	16 0
176	Middlebie	P.	10	103	35	3	9	19	..	31	1	1	..	213	48	21	..	47	..	..	96	..	..	..	34	18 9
3672	Eaglesfield, G.A., and Subscription	C.S.	10	155	148	33	41	49	..	123	1	1	1	325	123	72	17	17	..	..	..	..	..	..	121	0 11
	MOFFAT (517)																									
764	Academy	P.	6	473	339	63	98	140	..	301	6	4	5	781	390	204	..	51	..	..	136	..	..	..	352	17 6
764 H.G	Academy, H.G.	HGP	6	180	31	..	..	..	29	29	1	..	..	417	97	151	..	4	60	..	117	..	125	..	114	2 7
337	Annan Water	P.	6	44	13	1	5	5	..	11	1	..	..	97	14	8	..	2	..	..	72	..	..	..	12	4 3
4637	*Evan Water*	P.	6	60	32	5	11	10	..	26	1	..	..	88	36	13	..	3	..	..	36	..	..	..	41	10 0
545	Moffat Water	P.	6	40	28	4	7	13	..	24	1	..	..	79	40	15	..	4	..	..	20	..	..	..	39	18 0
	MORTON. (3 1)																									
1566	*Gatelaw Bridge*	P.	6	78	64	12	17	25	..	54	1	1	..	157	65	35	..	54	..	..	3	..	..	..	59	7 9
31	Morton	P.	6	202	120	..	42	63	..	105	2	..	..	413	131	65	..	16	..	..	200	..	..	..	127	19 10
1368	Morton, Infant	P.	6	159	89	54	27	..	..	81	1	1	..	164	75	44	..	11	..	..	34	..	..	..	82	13 9
4525	Carronbridge, Duke of Buccleuch's	..	6	141	101	21	38	22	7	88	1	2	..	299	86	48	12	42	..	96	..	15	..	..	103	7 6
	MOUSWALD. (78)																									
3764	Mouswald	P.	5	135	82	17	22	34	..	73	2	..	..	266	92	51	..	13	..	..	111	..	..	..	79	6 6
	PENPONT. (158)																									
2356	Penpont	P.	6	190	122	15	31	47	4	97	3	..	..	470	108	56	..	55	3	..	250	..	..	..	108	3 3
324	Woodside	P.	6	40	19	4	7	6	..	17	1	..	..	87	37	13	..	3	..	..	34	..	..	..	33	5 0
	RUTHWELL. (145)																									
33	Ruthwell	P.	5	172	99	16	27	43	..	86	2	..	..	371	111	60	..	15	8	..	175	..	..	2	94	9 9
3646	Female Industrial	..	5	56	41	8	19	7	3	37	1	..	..	139	39	22	5	5	..	58	..	..	..	..	40	3 6
	ST. MUNGO (96)																									
8	St. Mungo	P.	12	150	97	22	24	45	..	91	2	..	..	277	101	56	..	14	..	..	107	..	..	..	99	0 9
	SANQUHAR. (628)																									
3354	Sanquhar	P.	4	568	445	77	122	141	27	367	7	1	2	1225	416	212	..	53	50	..	479	..	..	..	447	11 6

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List of Schools aided from Parliamentary Grant—*Continued.*

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						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).																
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMFRIES—*cont.*																								
	SANQUHAR—*cont.*																								
1225	Mennoch Bridge, Duke of Buccleuch's	..	4	66	45	7	17	14	..	38	1	..	..	86	35	19	5	5	..	23	..	..	..	..	42 3 0
1565	Wanlockhead	..	6	169	108	17	34	49	..	100	2	..	1	304	119	61	16	16	..	91	..	..	..	..	113 15 3
	TINWALD. (143)																								
2670	Amisfield	P.	11	167	99	24	31	29	..	84	2	..	..	191	90	50	..	13	..	..	13	..	24	1	89 7 3
2643	Shieldhill	P.	11	68	33	8	7	10	..	25	1	..	..	96	45	17	..	4	..	..	6	..	24	..	41 12 0
	TORTHORWALD. (149)																								
3064	Collin	P.	11	136	103	14	34	39	..	87	1	1	1	251	107	57	..	14	..	..	61	3	8	..	100 2 9
3949	Torthorwald	P.	11	100	89	11	26	35	..	72	2	..	..	234	66	36	..	49	..	..	81	2	..	..	79 8 3
	TUNDERGARTH. (85)																								
746	Tundergarth	P.	12	140	83	9	23	42	..	74	2	..	..	248	104	47	..	13	..	..	84	..	..	..	98 10 0
	TYNRON. (59)																								
3558	Tydron	P.	6	36	18	3	8	5	..	16	1	..	..	130	33	10	..	3	..	..	84	..	..	..	32 4 9
782	Tynron, Endowed	P.	6	63	35	8	8	15	..	31	1	..	..	181	46	18	..	5	60	..	43	..	..	9	46 14 0
	WAMPHRAY. (79)																								
41	Wamphray	P.	5	138	44	3	14	21	..	38	1	1	..	252	60	29	..	47	18	..	98	..	..	..	49 16 0
	WESTERKIRK. (85)																								
4904	Megdale	P.	10	25	9	1	3	5	..	9	1	..	..	72	22	4	..	1	..	..	45	..	..	..	24 8 0
378	Westerkirk	P.	10	106	69	7	23	29	..	59	1	1	..	185	85	37	..	9	..	..	55	..	..	..	84 9 3
	TOTAL			19786	13169	2479	8957	4646	494	11576	229	69	73	37968	14423	6888	247	2167	897	520	10786	388	1437	239	14463 13 11
	EDINBURGH.																								
	BORTHWICK. (274)																								
3804	Borthwick	P.	2	193	143	17	58	45	1	116	2	1	..	289	117	60	..	18	..	..	98	2	..	..	129 4 3
3740	Newlandrig, Subscription	..	2	101	71	15	22	26	..	63	1	1	..	149	70	37	10	9	20	20	..	..	..	..	66 0 6

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	CARRINGTON. (81)																								
3413	Carrington	P.	4	130	53	8	15	21	..	44	2	..	..	239	43	23	..	56	..	..	103	..	..	13	49 7 3
	COCKPEN. (756)																								
3754	Bonnyrigg	P.	3	440	309	52	95	113	12	272	4	3	4	784	310	162	..	41	..	..	271	..	..	..	320 8 9
258	Cockpen	P.	3	120	104	14	36	29	2	81	2	1	..	261	105	58	..	55	..	..	43	..	..	..	91 18 0
3862	Bonnyrigg, Girls'	..	3	237	239	52	69	83	..	204	3	3	..	517	226	124	31	31	..	79	..	..	..	..	222 14 9
	COLINTON. (967)																								
128	Colinton	P.	12	265	129	25	42	47	..	114	2	1	1	426	136	72	..	18	1	..	195	..	..	3	129 14 3
2213	Juniper Green, Infant and Industrial	P.	12	146	97	63	14	..	..	77	1	1	..	171	73	50	..	11	..	..	32	..	..	5	75 1 6
3082	Juniper Green, Male	P.	6	243	225	3	102	99	..	204	7	..	..	449	207	157	..	29	..	..	52	..	..	4	232 3 6
3082 H.G	Juniper Green, Male H.G.	H.G. P.	6	72	63	..	..	4	52	56	1	..	..	474	107	36	..	7	..	..	254	..	70	..	210 3 11
431	Longstone, Female	P.	12	156	177	44	65	52	..	161	3	1	1	348	156	91	..	22	..	..	76	..	..	1	172 10 6
3358	*Slateford*	P.	12	218	184	45	57	52	..	154	3	1	..	496	162	88	..	52	..	..	198	..	..	1	166 18 0
4695	Swanston	P.	12	61	35	4	15	14	..	33	1	..	1	178	40	26	..	5	..	..	107	..	..	..	36 7 0
	CORSTORPHINE. (472)																								
2789	Corstorphine	P.	1	513	394	76	141	114	24	355	8	1	..	1110	378	194	..	49	..	..	488	..	..	..	420 8 9
	CRAMOND. (706)																								
6468	Blackhall	P.	6	90	56	29	21	3	..	53	1	..	..	153	48	30	..	7	..	..	68	..	..	..	53 19 9
2470	Cramond	P.	6	164	105	16	30	45	6	97	2	1	..	399	90	48	..	52	..	..	174	..	..	35	108 9 9
3079	Davidson's Mains	P.	6	245	243	49	87	75	..	211	4	..	2	588	216	120	..	30	..	..	223	..	..	..	231 18 9
4411	Lennie	P.	6	111	77	13	23	29	..	65	2	1	..	189	68	35	..	49	..	..	36	..	..	..	70 17 3
	CRANSTON. (192)																								
3752	Cousland	P.	2	107	94	28	22	39	..	89	1	1	..	211	90	48	..	12	..	..	60	..	..	..	95 3 3
4128	Cranston	P.	2	138	109	20	27	45	..	92	2	..	..	262	109	62	..	15	..	..	72	..	..	4	100 19 3
	CRICHTON. (159)																								
3048	Crichton	P.	2	180	151	17	40	57	..	114	2	1	1	370	135	72	..	18	..	..	145	..	..	..	130 18 0
4688	Pathhead, St. Mary's	R. C.	2	59	35	7	8	14	..	29	1	..	..	84	32	18	4	4	..	25	..	3	..	..	32 12 0
	CURRIE. (504)																								
2517	Balerno	P.	12	252	202	35	70	72	7	184	4	1	..	522	225	121	..	29	..	..	146	..	..	..	212 8 6
4104	Currie	P.	12	195	118	15	40	35	8	98	2	1	..	402	116	58	..	55	..	..	173	..	..	..	119 0 0
4878	Hermiston	P.	12	51	48	14	18	7	..	39	1	..	..	101	45	32	..	7	..	..	18	..	..	..	40 5 3
	DALKEITH (Town). (1297)																								
3069	Burgh	P.	6	620	214	42	58	75	..	175	3	2	1	567	184	101	..	25	..	..	258	..	..	..	191 14 3
6456	King's Park	P.	6	553	520	87	167	202	..	456	9	1	4	1266	509	284	..	71	..	..	397	..	..	5	527 11 3
6456 H.G	King's Park, H. G.	P.	6	122	45	..	..	..	40	40	1	1	..	333	87	20	..	5	..	..	133	..	33	..	118 0 0
4458	St. David's	R. C.	1	282	297	35	33	104	16	288	3	2	1	521	298	156	36	38	38	10	..	5	..	..	288 9 3
	DALKEITH (Landward). (97)																								
3708	Dalkeith	P.	6	178	168	32	52	48	20	152	3	..	..	470	191	90	..	23	..	..	166	..	..	..	191 14 0
	EDINBURGH (City). (52384)																								
1853	Abbeyhill	P.	1	1363	1137	222	350	360	104	1086	24	..	8	4157	1453	688	..	160	..	..	1902	3	..	..	1371 11 2
6482	Albion Road	P.	2	1320	745	226	256	172	..	654	17	1	4	3211	..	200	..	..	..	..	3011	.	..	..	717 17 11
6473	Boroughmuir (now closed)	P.	6	140	60	..	..	55	..	55	3	..	..	347	180	101	..	25	..	..	41	..	..	..	71 18 2
6473 H.G	Boroughmuir, H. G.	H.G. P.	6	950	1039	..	..	..	970	970	34	1	..	7924	3008	451	..	113	..	..	3943	2	408	..	4113 10 9

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						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	EDINBURGH—*cont.*																							
	EDINBURGH (City)—*cont.*																							
656	Bristo	P.	11	898	827	151	268	306	..	725	15	..	7	2865	895	428	..	110	..	..	1431	1	..	..	842 13 0
1528	Broughton	P.	6	1207	1286	226	419	505	..	1150	23	1	12	4145	1849	684	..	171	..	..	1984	7	..	..	1375 17 3
1528 H.G.	Broughton, H. G.	H.G. P.	6	896	526	..	..	11	492	503	18	..	..	4541	1522	223	..	56	..	..	2511	1	227	..	2067 11 5
5630	Bruntsfield	P.	6	2115	1511	264	478	566	48	1356	29	..	8	5042	1508	755	..	189	..	..	2582	8	..	..	1652 4 8
2697	Canonmills	P.	12	885	728	105	220	239	59	623	16	..	4	3232	825	372	..	98	..	..	1940	1	..	..	827 18 6
4633	Castle Hill	P.	10	950	796	130	244	309	..	683	16	..	6	2835	810	400	..	105	..	..	1520	1	..	..	794 2 3
1439	Causewayside	P.	12	949	613	108	184	233	..	520	14	..	6	2681	680	305	..	79	..	..	1666	1	..	..	613 8 1
6441	Craiglockhart	P.	4	1596	1172	289	376	352	31	998	23	..	5	3701	1066	518	..	134	..	..	1986	2	..	..	1186 6 4
1646	Dalry	P.	2	1821	1742	290	528	605	97	1520	31	..	12	5206	1912	898	..	236	..	..	2166	6	..	..	1940 3 6
663	Davie Street	P.	9	588	522	80	150	231	..	461	10	..	5	2079	551	277	..	70	..	..	1181	..	..	..	546 14 3
2439	Dean	P.	5	618	510	98	150	167	..	415	11	..	4	1990	582	283	..	71	..	..	1108	1	..	..	467 10 0
6515	*Drummond Street	P.	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
499	Duddingston	P.	1	120	81	22	30	24	..	76	2	..	..	318	90	53	..	18	..	..	162	..	..	..	82 10 2
6407	Flora Stevenson	P.	4	1402	919	132	253	390	34	809	19	..	8	3410	991	481	..	119	..	..	1818	1	..	..	1014 6 5
4157	Gorgie	P.	11	1630	1614	314	508	513	55	1390	30	..	7	4993	1710	857	..	210	19	..	2194	3	..	..	1700 12 9
161	Granton	P.	6	360	311	68	109	112	..	289	8	..	..	899	300	166	..	41	..	..	891	1	..	..	314 15 6
4498	Leith Walk	P.	2	1826	1461	228	469	520	120	1332	27	1	10	4719	2062	982	..	241	..	..	1430	3	..	..	1743 3 1
4643	London Street	P.	1	1459	1405	217	438	540	47	1242	24	..	10	4361	1514	718	..	181	..	..	1946	2	..	..	1548 11 11
1954	Lothian Road	P.	6	989	826	135	252	299	53	739	15	1	3	3264	974	464	..	116	..	..	1708	2	..	..	944 18 11
4602	Milton House	P.	1	1174	972	146	321	400	24	891	22	..	8	3706	1049	534	..	136	..	..	1987	..	..	..	1079 14 0
3119	North Canongate	P.	3	1484	1359	204	454	499	26	1188	27	1	6	4488	1424	742	..	186	..	..	2085	1	..	..	1421 16 9
1283	North Merchiston	P.	3	1701	1519	295	499	457	83	1334	30	1	13	4846	1681	808	..	200	..	..	2155	1	..	..	1672 18 4
6406	Parson's Green	P.	10	1464	1178	225	408	377	55	1065	23	..	8	3726	1288	628	..	155	..	..	1654	2	..	..	1325 16 8
1312	Portobello	P.	12	1330	1089	143	327	379	102	951	18	2	9	3420	1183	508	..	128	..	..	1599	2	..	..	1301 17 7
2751	Portobello, Tower Bank	P.	12	414	430	88	147	149	..	379	10	..	4	1441	417	217	..	54	..	..	752	..	..	..	432 9 3
6008	Preston Street	P.	11	884	852	154	312	268	36	770	16	..	6	3068	943	467	..	115	..	..	1531	2	..	..	950 11 0
245	Regent Road	P.	9	944	888	126	262	374	26	788	16	..	10	3137	1073	471	..	119	..	..	1472	1	..	..	1032 6 4
3038	Roseburn	P.	11	974	698	107	225	230	28	590	16	1	2	2695	764	340	..	90	5	..	1493	2	..	..	788 12 9
1654	St. Bernard's	P.	9	1210	1056	184	352	324	70	930	19	..	8	3551	1165	550	..	138	..	..	1600	1	..	..	1188 5 7
2491	St. Leonard's	P.	8	1591	1095	190	382	356	81	929	17	1	11	3826	1305	544	..	142	..	..	1612	1	..	..	1244 16 3
4818	Stockbridge	P.	6	1583	1410	251	477	451	98	1276	25	..	13	4847	1149	748	..	194	..	..	2292	2	..	..	1701 4 3
[illegible]	[illegible]	P.	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1440	Stockbridge	P.	6	941	812	187	254	228	43	742	16	..	9	3023	884	430	..	107	..	..	1602	1	..	..	926 4 11
4634	Torphichen Street	P.	10	988	943	135	306	347	49	837	16	..	6	3041	1116	523	..	129	..	..	1270	2	..	..	1072 14 4
1727	Warrender Park	P.	4	912	705	119	226	221	66	632	14	..	6	2746	819	376	..	92	..	..	1455	4	..	..	855 6 10
4553	West Fountainbridge	P.	5	762	776	138	256	260	19	673	16	..	7	3031	798	396	..	99	..	..	1736	1	..	..	803 19 1
4580	Normal Practising	C.S.	6	625	434	71	124	182	..	377	8	..	4	1021	399	219	55	55	..	.	..	36	..	397	455 1 3
4580 H.G.	Normal Practising, H.G.	H.G. C.S.	6	280	73	..	..	..	62	62	3	..	..	548	208	36	9	9	..	40	..	28	50	85	250 14 5
2103	Normal and Model	F.C.	6	885	648	125	227	226	..	578	12	..	11	1570	684	350	88	88	..	..	..	116	..	327	686 10 3
2103 H.G	Normal and Model, H.G.	H.G. F.C.	6	165	98	..	..	4	87	91	5	..	..	645	329	49	14	14	..	..	..	64	50	162	356 14 9
79	Abbey Hill	E.	11	243	198	45	78	54	..	177	5	..	..	414	196	118	28	28	..	70	..	..	..	11	190 14 6
4255	All Saints'	E.	10	259	266	47	73	92	..	212	4	3	..	573	268	148	36	36	..	73	..	1	..	65	233 11 0
1943	Practising	E.	5	388	314	88	98	66	16	268	7	..	4	764	321	162	41	41	..	22	.	13	..	145	221 1 6
2194	St. Andrew's	E.	4	351	368	79	131	101	..	311	4	2	..	814	382	188	47	47	..	74	..	3	..	..	331 17 3
4470	St. George's (Closed, August 31st, 1906)	E.	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4528	¶St. James'	E.	6	239	180	30	49	48	28	155	3	1	..	633	210	..	24	23	226	..	..	176	..	100	216 8 0
1769	St. Margaret's, Easter Road	E.	11	288	125	61	85	59	..	205	3	1	..	498	231	123	32	32	..	66	..	11	..	..	225 3 3
3908	Glen Street	R.C.	11	750	727	114	244	236	37	631	7	7	5	1441	706	373	89	89	..	185	..	9	..	..	767 4 6
2047	Portobello, St. John's	R.C.	12	314	287	65	80	91	12	248	4	1	4	609	287	150	37	37	..	80	..	10	..	..	287 1 3
2898	St. Ann's	R.C.	1	1060	872	231	283	223	30	722	7	5	13	1575	805	450	99	107	..	215	..	23	..	..	838 3 11
5878	St. Columba's	R.C.	6	358	282	72	87	77	13	249	3	2	2	635	286	153	38	38	..	117	..	7	..	..	282 5 3
961	St. Cuthbert's	R.C.	12	348	260	40	92	81	20	233	2	3	2	558	273	143	34	34	..	40	..	14	..	..	287 2 3
4694	¶St. Mary's Cathedral, Albany Street	R.C.	4	171	136	12	33	46	36	127	3	1	2	602	193	..	18	38	..	171	..	182	..	..	206 3 10
246	St. Mary's Cathedr'l, York L'ne	R.C.	4	720	601	120	190	224	10	544	7	5	4	1206	606	312	78	78	..	107	..	25	..	..	618 8 10
2665	St. Patrick's	R.C.	1	415	430	..	167	178	23	368	4	6	..	850	436	217	53	54	..	150	..	13	..	..	448 8 0
5242	St. Teresa's, Morningside	R.C.	12	108	39	..	10	13	16	39	1	..	..	102	41	22	6	6	..	27	..	..	..	..	41 19 6
6494 H.G.	¶St. Thomas of Aquins College, H.G.	H.G. R.C.	6	200	57	..	..	..	35	35	2	1	..	491	..	..	..	..	..	454	..	36	..	..	113 9 0†
4774	Deaf and Dumb Institution	..	3	..	..	1	12	52	..	65	..	..	..	..	..	..	..	..	..	..	..	..	..	..	346 10 0
6445	Donaldson's Hospital, Deaf Mute	..	12	..	..	..	22	92	..	114	..	..	..	..	..	..	..	..	..	..	..	..	..	..	609 17 6
32	¶James Gillespie's	..	6	1284	1337	171	440	576	..	1187	23	1	3	3391	1378	..	180	180	..	..	..	1639	..	..	1357 12 6
32H.G	¶James Gillespie's, H.G.	..	6	366	233	..	..	..	211	211	8	..	..	1525	755	..	32	32	..	..	..	368	210	..	788 7 1
4574	Royal Blind	..	11	..	..	..	5	47	..	52	..	..	..	..	..	..	..	..	..	..	..	..	..	..	282 3 9
	FALA AND SOUTRA. (69)																								
358	Fala and Soutra	P.	3	80	61	9	16	22	..	47	1	..	..	158	55	30	..	8	1	..	65	..	..	..	51 8 6
	GLENCORSE (261)																								
4523	Glencorse	P.	1	292	256	52	81	73	13	219	3	2	..	667	269	121	..	32	..	..	246	..	..	..	258 4 3
	HERIOT. (92)																								
750	Heriot	P.	7	133	63	8	19	22	1	50	1	1	..	242	65	30	..	48	..	..	93	6	..	..	64 18 9
	INVERESK (Landward). (610)																								
1867	Cowpits	P.	10	83	50	25	19	..	..	44	1	..	..	95	40	26	..	6	..	..	22	..	..	1	44 8 3
6434	Crookston	P.	10	348	341	5	119	165	9	298	6	..	2	830	296	162	..	38	..	..	333	..	..	..	355 17 3
6505	*New Craighall	P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1023	Old Craighall	P.	10	75	38	12	17	5	..	34	1	..	..	100	38	22	..	5	..	..	34	..	..	..	36 2 9
4909	Wallyford	P.	10	148	124	88	25	..	..	113	3	..	..	243	111	71	..	17	..	..	40	..	..	3	110 15 9
	KIRKNEWTON AND EAST CALDER. (785)																								
4452	East Calder	P.	1	272	243	39	63	75	18	195	2	3	..	632	259	119	..	30	..	..	164	9	35	6	247 16 3
3878	Kirknewton	P.	1	135	92	15	23	31	3	72	2	1	..	431	89	41	..	51	..	..	241	4	..	6	83 9 9

* New School—Grant to run as from 1st November, 1906. † For 10 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904-1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905-1906. £ s. d.
	EDINBURGH—*contd.*																								
	KIRKNEWTON, &C.—*cont.*																								
844	Oakbank	P.	1	250	217	51	76	66	9	202	2	4	1	596	230	113	..	30	..	..	211	4	..	9	232 5 0
1698	*Sunnyside*	P.	1	32	14	3	4	4	..	11	1	..	..	75	18	10	..	3	..	..	45	..	..	..	11 2 0
2482	*Wilkieston*	P.	1	130	24	5	13	4	..	22	p.	..	..	79	24	12	..	3	..	..	40	..	..	..	23 18 9
5874	East Calder	R.C.	1	360	200	35	69	70	10	184	2	..	4	405	204	117	23	27	..	21	..	13	..	..	205 1 0
	LASSWADE § 67. (1974)																								
2886	Lasswade	P.	6	345	314	59	101	120	..	280	8	1	..	775	281	161	..	41	..	..	298	..	..	..	316 17 9
2886 H.G.	Lasswade H.G.	H.G.	6	171	78	..	..	4	67	71	1	..	..	557	258	49	..	11	..	..	169	..	70	..	268 18 1
		P.																							
3271	Loanhead	P.	5	682	513	122	152	154	32	460	5	7	1	1227	561	274	..	69	..	..	323	..	..	..	560 14 0
1063	Pentland	P.	5	250	147	28	45	52	12	137	3	..	1	454	184	89	..	22	..	..	159	..	..	..	171 1 3
3589	Rosewell	P.	6	395	306	67	100	87	22	276	3	4	..	572	338	169	..	44	..	..	319	..	..	1	327 8 9
2816	Roslin	P.	6	394	321	62	91	103	31	287	2	5	..	848	371	181	..	45	..	..	250	..	..	..	359 12 9
4792	Loanhead, St. Margaret's	R.C.	5	316	113	26	42	34	..	102	2	1	1	314	115	64	16	56	..	90	..	3	..	..	111 3 6
5482	Rosewell, St. Matthew's	R.C.	6	150	144	41	46	46	..	133	1	2	..	312	102	74	17	17	..	40	..	5	..	..	140 9 6
	LEITH (Burgh) § 67. (14736)																								
4685	¶Academy	P.	6	1187	674	143	263	186	..	592	16	..	8	2775	676	345	..	87	..	..	842	886	..	..	687 6 7
4685 H.G.	Academy H.G.	H.G.	6	500	438	..	..	15	386	401	15	..	..	3478	1599	240	..	58	..	..	1104	..	476	..	1679 3 8
		P.																							
4181	Bonnington Road	P.	11	957	930	159	285	311	37	792	18	1	4	2761	997	494	..	121	..	..	1120	10	..	19	980 16 3
4745	Couper Street	P.	9	1873	1655	298	532	524	43	1392	29	..	16	4211	1686	841	..	209	..	..	1454	13	..	8	1686 13 0
4687	Great Junction Street	P.	9	1070	952	175	300	327	41	843	19	1	3	2764	1042	524	..	129	..	..	1053	9	..	8	1030 2 3
4098	Links Place	P.	10	968	770	150	245	230	17	642	14	2	5	2044	689	362	..	88	..	..	899	5	..	..	749 10 4
2044	Lochend Road	P.	9	1619	1324	216	453	467	25	1161	25	1	7	3682	1370	690	..	173	..	..	1417	9	..	24	1397 9 9
1231	Lorne Street	P.	11	1253	1171	201	414	380	29	1024	20	1	8	3014	1199	604	..	149	..	..	1042	7	..	14	1240 11 2
2792	Newhaven, Victoria	P.	5	792	716	139	240	238	31	648	16	..	4	2131	740	373	..	98	..	..	918	11	..	..	788 18 1
1152	North Fort Street	P.	11	1152	1206	209	402	427	29	1067	20	2	8	3234	1270	628	..	156	..	..	1146	12	..	20	1298 2 2
852	St. Thomas	P.	10	894	853	36	98	143	5	282	6	1	4	992	328	178	..	42	..	..	445	6	..	..	886 9 2
4018	¶Trinity Academy	P.	6	1460	698	129	240	197	..	566	15	1	6	2730	540	280	..	55	..	..	320	840	..	..	657 0 4
4018 ¶ 1216	Trinity Academy, H.G.	H.G.	6	106	160	..	..	5	137	142	7	..	..	1677	641	98	..	24	..	..	748	1	176	..	894 19 8
1216	Yardheads	P.	10	1750	1077	288	514	392	32	1004	31	3	9	3409	1077	607	..	196	..	..	1027	4	..	1	1189 7 5

4467	St. James	- - - -	P.	10	376	366	66	66	110	15	250	6	2	1	104	537	171	44	44	..	72	..	20	..	1	350	5	5
3261	St. Mary's - - - -	R.C.	5	1523	1088	237	297	291	70	895	7	10	7	2324	1024	489	122	122	..	480	..	87	..	..	1094	12	3
	Liberton. (1628)																										
635	Burdiehouse - - -	P.	2	291	178	46	52	62	..	160	4	..	..	456	142	76	..	49	..	..	181	..	..	7	178	13	0
6492	Craigmillar Infant - -	P.	2	120	45	40	1	..	..	41	1	..	..	56	..	..	..	..	..	..	56	..	..	..	19	10	0
4404	Gilmerton - - - -	P.	2	356	238	50	75	96	..	221	4	1	..	598	254	143	..	35	..	..	162	.	..	..	242	2	6
71	Liberton - - - -	P.	2	294	210	40	58	86	..	184	4	1	..	608	208	113	..	28	..	..	264	..		..	202	5	6
4218	New Craighall, Infant (now closed) - - - -	P.	2	123	103	95	..	..	..	95	2	..	..	176	78	51	..	13	..	..	33	..	..	..	141	0	0†
363	The Niddrie - - - -	P.	2	658	672	73	240	293	..	606	12	1	..	1525	701	389	..	92	..	..	344	..	..	..	697	2	0
4099	Gilmerton, The Anderson, Female - - - -	..	2	110	59	16	11	24	..	51	1	1	..	191	58	30	9	48	40	..	..	..	..	..	54	14	6
	Mid-Calder § 67. (771)																										
2336	Bellsquarry - - - -	P.	2	167	132	28	42	46	7	118	1	3	..	402	141	76	..	18	..	..	155	11	..	..	141	14	0
1372	Causewayend - - - -	P.	1	50	7	1	2	2	..	5	1	..	..	90	22	4	..	1	..	..	62	..	..	..	20	8	6
114	Mid-Calder - - - -	P.	2	285	192	39	56	63	9	167	3	2	2	551	190	101	..	25	..	..	222	11	..	2	196	0	9
2034	Pumpherston - - - -	P.	2	458	423	84	119	137	16	356	5	4	1	917	431	211	..	55	..	..	206	13	..	..	421	8	3
	Musselburgh (Burgh) § 67 (2388)																										
39	¶Grammar - - - -	P.	6	260	205	40	52	78	..	170	5	..	2	701	204	113	..	28	..	..	169	157	..	30	197	18	10
39 H.G	¶ Grammar, H.G. - -	H.G P.	6	160	81	..	..	..	62	62	3	..	..	584	194	30	..	8	..	..	181	16	146	10	235	13	10
3132	Fisherrow - - - -	P.	10	1093	1092	189	345	395	14	943	20	1	5	2207	1060	365	..	137	..	..	481	..	..	164	1080	10	6
4302	Newbigging - - - -	P.	10	896	702	130	213	246	19	608	13	1	4	1445	664	245	..	84	..	..	354	..	..	98	720	5	5
4182	St. Peter's - - - -	E.	10	428	439	90	126	141	16	373	5	4	1	836	446	235	57	57	..	62	..	25	..	..	434	4	6
6211	Loretto - - - -	R.C.	10	224	247	59	80	78	..	217	2	3	1	634	198	118	28	28	..	104	..	18	..	..	228	3	6
	Newbattle § 67. (868)																										
1195	Easthouses - - -	P.	6	62	56	27	24	..	..	51	1	..	..	103	47	28	..	7	..	..	22	..	..	..	51	7	6
4344	Newbattle - - - -	P.	6	679	703	191	221	247	32	691	12	2	4	1882	759	391	..	98	..	..	635	..	..	..	814	0	9
	Newton. (239)																										
2303	Edmondstone - - -	P.	3	66	59	20	25	7	..	52	1	..	..	151	52	30	..	38	..	..	32	..	..	..	54	17	9
3744	Newton (Dalkeith) - -	P.	3	240	209	35	60	93	..	188	3	1	1	501	201	105	..	26	5	..	163	..	..	..	215	11	0
	Penicuik § 67. (1027)																										
286	Howgate - - - -	P.	4	120	82	12	25	32	..	69	1	1	..	223	83	60	..	11	..	..	68	..	..	..	75	13	6
2454	Kirkhill - - - -	P.	1	301	223	48	70	63	19	200	3	3	2	640	251	118	..	31	..	..	241	..	..	..	252	17	9
4109	*Nine Mile Burn* - - -	P.	4	103	34	5	12	12	..	29	1	..	..	137	50	20	..	5	..	..	62	..	..	..	47	1	6
4110	Penicuik - - -	P.	6	498	390	66	134	123	..	323	6	1	1	833	150	134	..	49	..	..	499	..	..	..	330	9	8
4110 H.G	*Penicuik, H.G. - -	H.G P.	6	157	73	..	..	..	65	65	2	1	..	561	111	20	..	10	..	..	421	..	..	..	235	10	4
48	Penicuik - - - -	E.	1	254	144	23	39	55	..	117	3	1	1	334	136	73	19	18	..	60	..	7	..	6	129	1	9
1266	Penicuik - - - -	R.C.	1	107	64	17	14	26	..	57	1	..	..	156	68	40	9	9	..	40	..	1	..	..	54	4	6
	Ratho. (426)																										
368	Ratho - - - - -	P.	4	303	173	42	50	51	5	148	2	2	..	618	169	93	..	23	..	..	297	3	..	33	166	14	3
3072	Dalmahoy, St. Mary's - -	E.	4	119	104	11	29	41	13	94	1	1	..	278	112	55	14	14	..	35	..	..	..	..	124	5	9
	Stobhill § 67. (828)																										
3365	Stobhill - - - - -	P.	12	792	720	137	217	230	33	617	11	4	2	1457	723	372	..	92	..	..	253	17	..	..	733	13	0
	Stow. (274)																										
440	*Caitha* - - - - -	P.	7	50	26	5	12	7	..	24	1	..	..	94	39	16	..	3	..	..	36	..	..	..	40	14	3
608	Fountainhall - - - -	P.	7	120	75	6	20	35	..	61	1	1	..	181	76	37	..	9	..	..	59	..	..	..	78	9	3
197	Stow - - - - -	P.	7	226	113	20	41	37	3	101	2	1	..	320	111	59	..	55	..	..	96	..	..	..	114	10	3

* New School—Grant to run as from 1st September, 1905.

† Grant for 18 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	EDINBURGH—*contd.*																								
	TEMPLE. (72)																								
4277	Temple	P.	4	124	71	10	29	20	..	59	2	..	..	267	62	34	..	59	..	..	112	1	..	..	63 18 6
4085	Toxside	..	4	47	30	3	11	14	..	28	1	..	..	129	48	18	5	5	24	32	..	..	..	..	46 17 0
	WEST CALDER § 67. (1856)																								
3889	Addiewell	P.	5	515	341	78	99	108	10	295	5	4	3	1021	361	179	..	45	..	..	437	..	..	..	345 2 1
583	Cobbinshaw	P.	6	150	72	10	21	24	2	57	2	..	..	305	91	48	..	11	..	..	152	2	..	..	75 1 6
4348	Gaviesside	P.	5	270	249	48	80	72	..	200	3	1	3	618	214	112	..	28	..	..	265	..	..	..	231 16 0
5300	Harburn	P.	6	60	39	11	18	6	..	35	1	1	..	136	35	21	..	5	..	..	74	..	..	..	36 13 6
1319	Leavenseat	P.	5	166	26	6	11	7	..	24	1	..	..	111	29	17	..	4	..	..	60	..	..	..	25 15 3
2855	West Calder	P.	6	692	566	108	175	200	..	483	9	2	2	1444	473	271	..	69	..	..	651	..	..	..	553 2 10
2855 H.G	West Calder, H.G.	HGP	6	115	82	..	..	..	73	73	2	1	..	481	209	35	..	9	..	..	158	..	70	..	287 17 1
1182	Woodmuir	P.	5	175	89	16	26	32	..	74	3	..	..	356	95	51	..	53	..	..	157	..	..	..	82 18 6
50	West Calder	R C.	6	292	276	37	77	101	3	218	2	3	1	526	253	132	34	34	..	18	..	9	..	..	244 8 9
	TOTAL			95851	77688	18717	23867	25602	5382	68568	1431	185	464	247580	86407	39047	1513	10626	489	3131	97685	5065	2026	1841	91911 2 7
	ELGIN.																								
	ALVES. (241)																								
4105	Alves	P.	2	231	181	26	67	47	12	152	3	..	1	393	184	96	..	24	24	..	64	..	..	..	179 10 6
	BELLIE. (357)																								
3402	Bellie	P.	3	203	142	24	42	52	9	127	3	..	3	520	159	80	..	20	40	..	217	..	..	4	157 3 0
2824	Bellie Fochabers Milne's Inst.	..	6	305	209	38	60	86	..	184	4	2	3	758	238	121	30	30	354	..	..	1	1	..	213 2 7
2824 H.G	Bellie Fochabers Milne's Inst. H.G.	..	6	217	77	..	..	..	70	70	2	1	..	618	224	40	10	10	266	..	..	8	60	..	271 8 10
	BIRNIE. (70)																								
2296	Birnie	P.	2	144	82	15	29	24	5	73	2	..	1	275	99	48	..	11	51	..	65	..	..	..	96 15 6
	CROMDALE § 67. (683)																								
028 8741	Achnarrow Advie	P.	3 5	70 100	28 54	5 5	7 21	13 10	.. 5	25 45	1 2	.. ..	.. ..	103 210	39 75	13 27	.. ..	3 57	.. 10	.. ..	42 85	.. ..	.. ..	.. ..	42 9 3 75 0 0

1580	*Dava*	P.	3	50	29	4	7	14	2	27	1	..	..	85	43	15	..	4	..	..	23	..	..	..	48	7	6
3462	Grantown	P.	6	424	341	51	115	137	..	303	5	2	1	781	339	175	..	44	..	..	223	..	1	1	348	17	10
3462 H.G	Grantown, H.G.	HGP	6	275	65	..	..	1	57	58	1	1	..	447	194	28	..	7	60	..	79	..	78	1	231	10	6
	DALLAS. (171)																									
4139	Dallas	P.	3	135	111	16	25	33	11	85	2	1	..	295	120	36	..	53	21	..	64	..	..	..	109	16	3
1213	Kellas	P.	3	78	34	9	8	8	..	25	1	..	..	97	50	13	..	5	..	..	30	..	..	..	41	4	0
	DRAINIE § 67. (953)																									
3980	Drainie	P.	2	85	62	8	23	17	..	48	2	..	..	286	79	38	..	9	..	..	160	..	..	..	62	2	3
2595	Lossiemouth	P.	11	1098	980	159	267	279	41	746	14	..	10	1572	797	457	..	114	34	..	149	..	20	..	363	17	9
	DUFFUS § 67. (892)																									
3820	Burghead	P.	12	595	367	86	101	104	24	315	7	..	4	893	423	197	..	49	..	..	202	..	8	15	400	19	11
2835	Duffus	P.	1	232	132	16	35	43	20	114	3	1	1	479	178	74	..	39	28	..	148	..	12	..	162	5	3
4449	Hopeman	P.	12	573	345	88	96	93	30	307	6	1	4	815	426	191	..	48	..	..	116	..	19	15	399	3	4
147	Roseisle	P.	1	62	28	7	13	5	..	25	p.	..	..	76	40	19	..	4	..	..	13	..	..	..	36	16	9
	DYKE. (205)																									
150	Dyke	P.	1	229	146	16	40	49	18	123	2	1	2	385	161	75	..	18	23	..	107	..	..	..	167	14	3
2782	Kintessack	P.	1	57	47	16	20	6	..	42	1	..	..	88	52	27	..	6	..	..	2	..	..	..	49	13	7
	EDINKILLIE. (168)																									
4232	Dunphail	P.	2	100	27	1	10	9	3	23	1	..	..	155	42	15	..	4	16	..	78	..	..	..	43	16	0
1628	*Half Davoch Combn.*	P.	2	50	20	6	4	5	..	15	1	..	..	59	28	7	..	2	..	..	22	..	..	..	30	12	9
4212	Conicavel	C.S.	2	58	57	7	19	21	3	50	1	1	..	149	57	26	7	7	..	52	..	..	..	..	65	18	0
511	Relugas	C.S.	3	61	18	4	5	6	..	15	p.	..	..	52	25	6	2	2	..	6	..	..	..	..	31	5	6
4530	Logie	..	2	116	59	12	12	26	2	52	2	..	..	208	68	31	8	58	..	..	..	..	..	..	71	17	0
	ELGIN (Burgh) § 67. (1482)																									
2872	Bishopmill	P.	10	363	217	62	67	68	4	201	5	..	..	619	222	76	..	30	..	..	206	..	..	35	227	5	8
3435	East End	P.	10	605	582	102	164	210	26	502	10	1	6	1315	448	163	..	54	..	..	566	..	..	35	628	4	11
1187	West End	P.	10	695	644	134	174	204	53	565	11	1	4	1514	597	213	..	71	..	..	548	..	..	35	732	10	11
4257	St. Sylvester's	R.C.	10	135	134	40	35	29	6	110	2	..	1	285	125	64	17	17	..	61	..	..	..	..	123	17	3
	ELGIN (Landward) § 67. (709)																									
3025	Clackmarras	P.	4	114	87	23	25	24	3	75	1	1	..	203	73	40	..	10	..	..	80	..	..	..	84	15	6
3891	Mosstowie	P.	4	154	115	17	41	39	5	102	2	..	2	323	113	58	..	14	18	..	117	..	3	..	124	12	7
478	New Elgin	P.	4	340	274	72	34	30	10	246	4	2	2	559	270	141	..	35	3	..	107	..	2	..	289	2	10
155	Pluscarden	P.	4	120	35	19	24	24	7	74	1	1	..	238	36	46	..	11	..	..	36	..	10	..	90	11	6
	FORRES (Burgh) § 67. (966)																									
3865	Forres (B)	P.	6	767	655	105	197	255	..	557	10	..	8	1394	618	353	..	87	..	..	244	..	..	92	641	8	2
3865 H.G	Forres (B), H.G.	H.G. P.	6	221	79	..	..	..	72	72	4	..	..	929	246	42	..	11	242	..	292	..	95	1	301	18	9
2698	St. John's	E.	11	167	144	23	33	53	4	113	3	..	2	425	138	64	18	18	..	162	..	..	..	19	135	2	3
	KINLOSS (202)																									
835	Findhorn, Female	P.	2	161	111	28	24	37	14	103	2	..	1	299	118	54	..	14	..	..	118	..	..	..	132	8	9
3282	Kinloss	P.	2	137	98	17	30	32	12	91	2	..	..	296	121	53	..	14	21	..	72	..	..	15	117	10	6
	KNOCKANDO. (357)																									
2958	Archiestown	P.	3	125	92	14	27	30	6	77	1	2	..	254	88	48	..	43	..	..	74	..	..	1	92	5	0
3709	Elchies	P	3	150	33	3	11	15	..	29	p	..	..	67	38	17	..	4	..	..	6	1	..	..	38	6	0
1032	Kirdels, Female	P.	3	69	28	7	7	9	..	23	p	..	..	64	33	13	..	3	..	..	13	2	..	..	34	10	3
3928	Knockando	P.	3	225	142	27	48	42	7	124	3	1	..	394	150	73	..	48	27	..	65	11	20	..	143	5	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	ELGIN—*contd.*																								
	NEW SPYNIE. (111)																								
3761	New Spynie	P.	2	102	60	10	16	18	..	44	2	..	..	197	51	28	..	57	..	..	51	..	10	..	47 11 6
	RAFFORD. (184)																								
2087	Burgie	P.	2	52	53	9	20	18	..	47	1	..	..	130	50	17	..	7	..	..	57	..	..	..	52 12 6
192	*Rafford*	P.	1	159	97	12	27	35	5	79	2	..	..	315	91	45	..	11	26	..	142	..	..	..	96 14 9
	ROTHES § 67. (517)																								
691	Inchberry	P.	1	104	62	10	18	22	5	55	2	..	..	191	88	30	..	59	..	..	19	..	..	..	76 19 6
2925	Rothes	P.	6	592	423	77	132	135	23	367	8	1	3	1144	434	226	..	57	74	..	274	..	23	8	454 6 8
2925 H.G	*Rothes, H.G.	H.G. P.	6																						
	ST. ANDREW'S LHANBRYD. (248)																								
1065	*Cranlock*	P.	2	100	33	6	11	10	4	31	1	..	..	159	48	17	..	5	..	..	89	..	..	..	49 2 0
2953	St. Andrew's Lhanbryd	P.	2	217	144	26	45	52	9	132	3	..	1	501	172	85	..	21	36	..	177	..	8	2	162 14 11
	SPEYMOUTH. (274)																								
4412	Garmouth	P.	1	230	180	32	52	54	19	157	3	1	..	425	171	94	..	23	..	..	136	..	..	..	192 3 0
3790	Speymouth	P.	1	173	88	16	29	27	7	79	2	1	..	312	92	50	..	52	22	..	96	..	..	..	97 5 9
	URQUHART. (154)																								
747	Leuchars	P.	1	84	14	2	8	1	..	11	1	..	..	57	30	8	..	3	..	..	17	..	..	..	26 11 9
3396	Urquhart	P.	1	242	101	21	30	28	8	87	2	1	..	339	119	58	..	54	45	..	103	..	9	..	108 17 4
	TOTAL			12267	8441	1543	2427	2665	630	7265	161	25	60	23110	9111	4070	92	1510	1449	281	5728	24	379	427	9598 14 1
	FIFE.																								
	ABDIE. (115)																								
84	Abdie	P.	3	152	60	11	20	17	..	48	1	1	..	200	52	29	..	42	..	..	77	..	..	..	51 11 9
	ABERDOUR. (304)																								
2190	Aberdour	P.	4	196	150	34	52	54	6	146	3	..	1	398	178	92	..	23	..	..	108	..	..	..	182 2 0
2148	Donibristle Colliery	P.	1	91	100	23	41	31	13	107	3	..	..	408	184	70	..	19	..	..	105	..	..	..	167 1 8

4244	Easter	P.	5	320	292	60	94	92	11	257	4	..	4	653	236	148	..	37	10	..	161	..	..	..	310	9	0
	ANSTRUTHER, WESTER. (93)																									
4384	Anstruther, Wester	P.	5	141	59	10	19	16	7	52	1	1	..	194	62	32	..	48	..	..	52	..	..	..	65	18	6
	AUCHTERDERRAN. (749)																									
4175	Auchterderran	P.	2	1245	951	210	298	293	50	846	15	1	2	1945	858	480	..	108	..	..	495	1	..	3	1041	2	4
6273	Cardenden	P.	2	198	231	51	68	81	..	200	4	..	1	508	197	110	..	27	..	..	174	..	..	..	219	11	0
	AUCHTERMUCHTY. (320)																									
2181	Auchtermuchty	P	3	336	308	53	82	94	38	267	5	..	3	657	336	147	..	37	..	..	136	..	12	..	351	17	4
948	Dunshalt	P.	3	33	34	15	16	1	..	32	p.	..	..	56	33	22	..	5	..	..	..	..	..	..	28	8	3
	AUCHTERTOOL. (169)																									
871	Auchtertool	P.	4	154	141	24	47	49	..	120	2	1	..	383	119	43	..	16	..	..	201	3	..	2	120	6	3
	BALLINGRY. (294)																									
208	Ballingry	P.	12	696	396	74	132	129	16	351	6	3	..	873	356	198	..	47	..	..	277	..	..	..	405	13	9
	BALMERINO. (83)																									
294	Balmerino	P.	4	144	109	21	36	32	9	98	2	1	..	331	106	53	..	53	..	..	119	..	..	..	118	2	0
	BEATH § 67. (3663)																									
3699	*Cowdenbeath*	P.	1	1200	1235	262	390	372	65	1089	26	1	18	3217	1377	663	..	167	..	..	1004	6	..	..	1379	17	5
5879	Foulford	P.	1	1027	978	196	306	322	36	860	15	2	9	2172	981	523	..	126	..	..	540	2	..	..	1044	7	0
4799	Hill of Beath	P.	1	400	352	66	106	111	18	301	6	2	3	878	375	182	..	47	..	..	274	..	..	..	337	19	0
586	Kelty	P.	12	1312	1414	287	450	432	71	1240	24	3	6	3228	1568	778	..	190	..	..	695	1	..	..	1578	11	10
3630	Lassodie	P.	1	396	327	77	95	109	12	293	5	1	2	811	316	157	..	40	..	..	296	..	..	..	341	5	8
6486	Cowdenbeath	R.C.	1	298	317	59	86	126	..	271	1	3	..	819	..	100	..	..	..	114	..	28	..	..	356	9	11†
	BURNTISLAND (Burgh and Landward). (1168)																									
2764	Burntisland	P.	6	882	600	96	196	223	..	515	11	4	2	1327	633	338	..	82	..	..	274	..	..	9	595	3	6
2764 H.G	Burntisland, H.G.	H.G. P.	6	118	90	..	..	..	79	79	1	..	..	652	279	37	..	9	39	..	192	..	95	1	329	18	0
2326	Burntisland	E.	4	294	270	61	98	79	..	238	4	..	3	432	218	140	35	35	..	..	..	..	..	2	242	1	10
	CAMERON. (101)																									
2766	Cameron	P.	6	68	46	7	14	17	..	88	1	1	..	226	49	23	..	45	..	..	89	..	..	21	51	10	9
3547	Denhead	P.	6	67	38	5	15	14	..	34	1	..	..	96	43	23	..	6	..	..	24	..	..	..	37	5	0
647	*Radernie*	P.	6	101	55	8	15	20	..	43	1	..	..	175	52	29	..	47	..	..	47	..	..	..	47	1	6
	CARNBEE. (146)																									
2839	Arncroach	P.	6	138	78	17	27	20	..	64	2	..	..	268	66	37	..	9	..	..	153	..	..	3	68	1	6
3052	Carnbee	P.	6	139	53	9	19	17	..	45	1	1	..	252	50	28	..	47	29	..	98	..	..	..	49	3	3
	CARNOCK § 67. (320)																									
644	Cairneyhill	P.	1	139	67	18	22	21	..	56	2	..	..	212	59	32	..	58	..	..	64	..	..	..	59	15	3
3732	Carnock	P.	1	154	141	21	49	53	..	123	2	1	..	305	141	78	..	20	..	..	66	..	..	..	134	10	3
5297	Oakley, St. Margaret's	R.C.	1	154	149	31	55	42	10	138	2	1	1	360	165	72	23	20	..	50	..	8	..	..	167	19	0
	CERES. (275)																									
4507	Ceres	P.	4	240	196	26	57	79	10	172	2	2	1	458	208	104	..	26	..	..	124	..	..	..	215	16	11
4153	Craigrothie	P.	4	50	54	12	1 3	22	..	47	1	..	..	96	44	25	..	6	9	..	18	..	..	..	51	7	6

* New School.—Grant to run as from 1st August, 1906. † For 17 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	COLLESSIE. (432)																								
4415	Collessie	P.	8	131	69	15	16	19	7	57	1	1	..	301	74	24	..	49	..	..	155	..	..	..	70 15 3
2334	Ladybank	P.	8	416	302	60	99	88	32	279	5	3	1	755	355	169	..	42	4	..	185	..	..	..	352 11 6
	CRAIL. (282)																								
4782	Crail	P.	5	395	261	54	86	72	15	227	4	1	1	622	267	136	..	34	21	..	164	..	..	..	263 8 4
	CREICH. (66)																								
4082	Creich	P.	4	104	56	11	18	24	..	53	2	..	..	234	58	32	..	58	4	..	82	..	..	..	57 15 0
	CULROSS. (212)																								
2231	Geddes	P.	10	221	137	24	39	49	8	120	2	2	1	398	149	53	..	38	63	..	96	..	..	..	146 14 3
	CULTS. (106)																								
3409	Cults	P.	4	150	129	22	44	44	..	110	2	..	2	340	124	66	..	17	..	..	134	..	..	..	124 7 0
	CUPAR (Burgh). (771).																								
2218	Castlehill	P.	11	715	522	..	152	251	90	493	11	..	4	1616	700	317	..	77	..	..	518	..	..	5	713 11 3
2214	Kirkgate	P.	11	393	260	150	86	..	..	236	4	..	3	526	215	113	..	31	..	..	162	..	..	5	241 19 0
	CUPAR (Landward). (166).																								
89	Brighton	P.	4	67	21	7	9	3	..	19	1	..	..	90	24	14	..	3	..	..	48	..	..	..	19 10 9
	DAIRSIE. (95).																								
3545	Dairsie	P.	4	135	98	14	25	40	11	90	2	1	..	320	120	59	..	15	..	7	119	..	..	..	116 3 0
	DALGETY & 67. (239).																								
4420	Hillend	P.	1	118	71	17	22	25	..	64	1	1	1	191	78	58	..	10	..	..	70	..	..	..	70 12 9
56	Mossgreen	P.	1	268	230	45	69	68	23	206	3	2	..	503	246	115	..	80	..	..	111	..	..	..	255 12 6
	DUNBOG. (92).																								
3160	Dunbog	P.	4	170	98	11	19	14	7	40	1	1	..	224	64	81	..	48	..	..	80	1	..	..	63 2 6

		(4188)																									
849	Commercial		P.	9	1105	956	146	329	264	91	830	15	2	3	2341	1117	500	..	124	2	..	529	25	..	44	1095	8	4
1631	¶High (Primary)		P.	10	192	185	30	78	55	..	158	3	1	2	462	180	93	..	24	..	..	..	185	..	..	177	9	3
3108	McLean		P.	10	662	576	102	185	183	45	515	8	2	1	1409	684	332	..	81	2	..	294	11	..	5	671	17	3
2928	*Milesmark*		P.	1	415	288	69	96	97	..	262	6	2	..	906	306	155	..	41	..	..	396	7	..	2	296	6	9
709	Pittencrieff		P.	10	987	669	108	188	225	67	588	12	2	3	1803	834	364	..	90	1	..	458	25	..	30	841	3	5
2224	Queen Anne		P.	10	697	597	88	170	224	44	526	9	3	4	1633	627	308	..	80	1	..	506	18	..	33	700	10	3
2421	St. Leonard's		P.	9	972	527	98	168	173	29	463	7	2	2	1253	522	265	..	66	1	..	388	12	..	..	570	14	11
3897	St. Margaret's		R.C.	9	278	211	40	71	71	7	189	2	3	3	425	214	116	29	29	..	60	..	8	..	1	230	11	5
	DUNFERMLINE (Landward) § 67.	(2108)																									
428	Charlestown		P.	12	212	118	18	37	44	5	104	2	1	1	386	136	69	..	17	..	..	165	..	..	..	125	12	6
4049	Crossford		P.	12	103	61	19	16	20	..	55	1	1	..	228	64	29	..	48	..	..	87	..	..	..	59	4	8
496	Crossgates		P.	12	443	321	82	95	98	26	296	7	1	..	896	392	178	..	46	..	..	280	..	..	..	375	18	3
1399	Dunduff		P.	12	78	63	19	17	21	..	57	1	1	..	206	80	38	..	10	..	..	79	..	..	..	75	6	3
248	Halbeath		P.	12	400	340	54	104	122	12	292	6	3	..	907	368	180	..	46	..	..	313	..	..	..	350	16	0
2531	Limekilns		P.	1	201	116	20	40	42	5	107	2	2	..	392	130	63	..	17	..	..	132	..	..	..	125	15	10
3942	Townhill		P.	1	460	436	98	135	136	28	392	7	3	1	1084	466	233	..	59	..	..	527	..	..	..	473	14	3
290	Wellwood		P.	1	200	154	26	51	60	4	141	3	..	1	391	158	79	..	20	..	..	134	..	..	..	163	16	3
	DUNINO.	(73)																									
3084	Dunino		P.	6	91	74	14	26	20	4	64	1	1	..	208	72	37	..	9	..	..	66	..	..	24	74	6	0
	DYSART (Burgh) § 67.	(3070)																									
151	Dysart		P.	10	781	558	98	170	193	13	474	8	1	3	1261	580	309	..	74	50	..	243	..	..	5	560	5	9
2813	Gallatown		P.	11	488	469	82	147	152	13	394	6	3	2	940	461	245	..	59	..	..	174	..	..	1	453	0	6
2529	Pathhead		P.	11	902	986	232	288	283	69	817	13	4	4	1845	1020	493	..	124	..	..	207	..	..	1	919	6	8
2168	Sinclairtown		P.	11	763	786	132	248	245	54	679	10	3	6	1569	783	383	..	97	..	..	304	..	..	2	852	15	10
	ELIE.	(179)																									
3121	Elie		P.	2	160	122	22	38	36	12	108	2	1	..	337	128	63	..	56	2	..	88	..	..	..	134	6	0
3111	Williamsburgh		P.	2	102	51	17	14	15	..	46	1	..	..	158	46	27	..	47	2	..	36	..	..	..	48	3	3
	FALKLAND.	(359)																									
2259	Falkland		P.	3	272	204	38	60	53	20	171	3	..	2	453	201	95	..	24	..	..	96	12	25	..	215	12	9
2716	Freuchie		P.	3	299	196	35	57	57	22	171	3	1	1	442	193	98	..	23	..	..	115	16	..	1	227	19	11
	FERRYPORT-ON-CRAIG	§67. (689)																									
2369	Ferryport-on-Craig		P.	6	576	530	114	172	164	..	450	5	5	2	1196	508	274	..	68	..	3	343	..	..	..	505	14	3
2369 H.G	Ferryport-on-Craig, H.G.		H.G. P.	6	100	81	..	..	3	67	70	4	..	..	709	338	52	..	13	..	..	211	..	95	..	296	1	8
	FLISK.	(58)																									
712	Flisk		P.	4	77	54	11	14	18	7	50	1	1	..	229	84	32	..	48	..	..	65	1	..	..	78	16	6
	FORGAN.	(878)																									
3136	Forgan		P.	5	130	88	13	26	28	11	78	2	1	..	359	104	50	..	53	1	..	148	..	..	2	102	17	10
3311	Newport		P.	6	333	227	38	82	80	..	200	3	2	..	1022	277	123	..	32	1	..	585	..	..	..	202	16	9†
3311 H.G	Newport, H.G.		HGP	6	104	67	..	..	1	61	62	2	1	..	426	123	25	..	6	..	..	176	..	95	.	206	2	1†
5299	Wormit		P.	5	231	158	32	50	46	18	146	5	..	..	603	193	92	..	23	..	..	295	..	..	..	133	7	6
	INVERKEITHING.	(711)																									
251	Inverkeithing		P.	12	587	490	108	144	163	23	433	6	5	..	1136	544	276	..	67	..	..	241	7	..	..	507	5	9
578	North Queensferry		P.	12	191	179	30	55	55	12	152	4	1	..	504	201	105	..	26	4	..	166	3	..	..	195	14	9

† For 11 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	KEMBACK. (75)																								
254	Kemback	P.	4	188	76	13	24	33	..	70	1	1	..	212	64	35	..	49	..	..	64	..	..	..	76 13 9
	KENNOWAY § 67. (805)																								
2370	Kennoway	P.	3	316	239	44	72	76	11	203	3	3	3	617	249	124	..	31	2	..	211	..	..	..	246 4 0
3178	Star	P.	3	110	60	16	19	15	..	50	2	..	..	197	70	33	..	48	..	..	40	6	..	..	62 12 9
	KETTLE. (294)																								
2888	Kettle	P.	3	400	201	40	57	55	21	173	2	2	2	495	222	106	..	26	5	..	137	..	..	..	225 10 3
6401	Middlefield	P.	3	42	32	8	19	2	..	29	1	..	..	83	37	16	..	4	..	..	24	2	..	..	40 0 0
	KILCONQUHAR. (157)																								
2625	Colinsburgh	P.	2	125	98	21	24	33	9	87	2	..	1	248	97	53	..	12	..	..	86	..	..	..	108 7 9
3212	Kilconquhar	P.	2	164	112	23	39	33	6	101	2	1	..	303	111	59	..	15	..	..	119	..	..	..	117 14 3
	KILMANY. (80)																								
3658	Kilmany	P.	4	64	47	11	13	16	..	45	1	..	..	136	47	23	..	7	..	..	55	..	..	..	45 10 0
4339	Kilmany, Female	P.	4	63	23	6	7	6	..	19	1	..	..	112	19	11	..	3	..	..	80	..	..	..	19 0 0
	KILRENNY. (597)																								
3416	Cellardyke	P.	5	775	592	158	149	170	38	510	8	3	1	1202	523	307	..	77	..	..	298	..	..	..	660 10 10
259	Upper Kilrenny	P.	5	147	78	16	24	22	5	67	2	1	..	315	81	41	..	50	..	..	143	..	..	..	80 7 6
	KINGHORN. (466)																								
677	Kinghorn	P.	4	409	211	..	61	100	33	194	4	1	..	702	297	113	..	30	..	..	256	..	..	..	307 17 8
4673	Kinghorn, Infant	P.	4	245	145	69	55	..	..	124	2	..	3	291	126	78	..	18	..	..	74	..	..	..	124 13 6
	KINGLASSIE. (298)																								
261	Kinglassie	P.	6	248	179	39	49	59	11	158	3	1	1	431	183	58	..	42	..	..	147	..	..	2	197 1 9
	KINGSBARNS. (115)																								
2280	Kingsbarns	P.	5	216	132	27	38	54	8	122	2	1	..	346	147	76		19	..	..	105	..	..		143 19 0
4704	KIRKCALDY (Burgh) 67 (42181) Abbotshall	P.	5	1178	744	180	288	314	135	917	13	5	6	1200	646	370		94	6		1000				

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2790	Dunnikier				P.	10	1044	990	183	321	307	64	875	17	3	11	2254	1060	512	..	125	5	..	522	..	..	..	906	9	11
127	†East				P.	10	819	886	112	258	293	56	719	17	1	8	1966	907	438	..	112	..	..	504	5	..	..	296	11	0
5649	†High (Elem. Dept.				P.	6	400	291	36	92	124	..	252	7	..	2	1001	261	139	..	34	1	..	109	417	..	89	971	14	4
126	West				P.	10	980	925	114	298	296	64	772	15	..	8	1991	1042	495	..	125	5	..	324	..	..	..			
	KIRKCALDY AND DYSART (Landward).																										
3950	Boreland				P.	4	151	145	29	36	57	..	122	1	2	..	321	127	69	..	17	..	..	105	..	..	4	133	13	0
2156	Chapel				P.	6	197	125	22	38	47	..	107	2	1	..	339	120	67	..	17	..	..	135	..	..	..	116	9	3
4826	Strathore				P.	3	97	120	23	42	38	..	103	1	1	1	236	106	58	..	15	..	..	54	..	..	3	113	9	6
	LARGO.																										
2152	Durham				P.	2	142	48	25	17	..	..	42	1	..	1	134	48	25	..	7	..	..	54	..	..	..	41	16	6
262	Kirkton of Largo				P.	2	150	122	11	27	40	22	100	2	..	1	257	122	55	..	14	5	..	90	..	..	..	144	18	6
2312	Lundin Mill				P.	3	178	139	22	35	44	4	105	2	..	1	341	119	65	..	16	5	..	136	..	..	..	122	3	6
	LARGOWARD.																										
454	Largoward				P.	6	194	95	11	28	31	13	83	2	1	..	279	122	57	..	14	..	..	85	..	..	..	117	11	8
3715	*New Gilston*				P.	6	90	55	12	17	15	2	46	1	1	..	174	56	25	..	46	..	..	47	..	..	..	61	17	9
	LESLIE § 67.																										
3918	Leslie				P.	11	943	817	142	229	267	48	686	11	..	8	1931	829	407	..	104	..	..	468	14	95	4	881	17	8
	LEUCHARS.																										
4191	Balmullo				P.	5	182	86	22	22	23	..	67	2	..	..	219	68	37	..	9	..	..	104	..	..	..	70	15	3
4649	Guardbridge				P.	5	230	187	38	50	67	13	168	3	1	..	442	209	105	..	28	..	..	101	..	..	..	206	7	9
3266	Leuchars				P.	5	282	206	41	60	68	13	177	3	1	..	541	208	107	..	27	..	..	199	..	..	..	211	12	1
	LOCHGELLY																										
6462	Glencraig				P.	1	260	151	86	47	4	..	137	2	1	1	317	113	86	..	17	..	..	101	..	..	..	137	12	3
2539	Lochgelly				P.	1	1727	1503	420	383	479	76	1358	24	2	12	3047	1567	768	..	196	..	..	519	..	..	1	1615	1	9
4915	Lumphinnans				P.	1	726	552	106	176	182	26	490	10	..	3	1279	545	276	..	69	..	..	339	..	..	..	591	12	6
4766	Lochgelly				R.C.	1	309	304	77	95	90	12	274	4	2	1	666	267	189	18	36	..	199	..	3	—	..	310	6	0
	LOGIE.																										
456	Logie				P.	4	72	48	8	14	15	..	37	1	1	..	232	42	18	..	5	3	..	164	..	..	..	52	14	0
	MARKINCH § 67.																										
585	Balcurvie				P.	3	292	276	54	79	83	23	239	4	1	2	694	298	145	..	36	..	..	199	16	..	..	296	6	9
886	Coaltown				P.	3	269	215	30	59	56	19	173	4	2	..	571	240	107	..	27	..	..	175	21	..	..	234	12	0
4108	Kirkforthar Feus				P.	3	77	42	13	19	5	..	37	1	..	..	100	36	20	..	5	..	..	37	2	..	..	38	7	3
382	Markinch				P.	3	444	344	62	94	105	47	308	8	1	2	1147	414	188	..	47	..	..	387	16	96	..	425	8	3
116	Milton				P.	3	131	108	17	29	34	..	80	3	..	..	308	106	59	..	15	..	..	122	5	..	..	88	17	0
1406	Preston				P.	3	163	129	23	41	35	5	114	2	..	2	373	136	67	..	17	..	..	145	3	..	..	133	1	3
4118	Thornton				P.	3	541	257	60	69	74	18	221	4	1	1	745	281	134	..	34	..	..	282	13	..	..	269	11	10
	MONIMAIL.																										
4170	Easter-Fernie				P.	4	54	20	3	6	8	..	17	p	..	..	59	14	8	..	2	..	..	35	..	..	..	18	18	0
2502	Letham				P.	4	103	70	16	19	26	..	61	1	1	..	289	68	37	..	9	6	..	169	..	..	..	65	14	0
	MOONZIE.																										
504	Moonzie				P.	4	53	48	5	20	15	..	40	1	..	..	140	58	25	..	6	..	..	13	..	2	35	56	0	0
	NEWBURGH § 67.																										
4423	Newburgh				P.	6	464	330	72	82	128	..	282	2	2	5	577	132	246	..	..	..	..	199	..	..	..	293	8	4†
4423 H.G.	Newburgh, H.G.				HGP	6	123	53	..	..	..	47	47	2	..	..	294	23	27	..	..	..	..	150	..	95	..	161	18	6†

† For 11 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	NEWBURN. (49)																								
781	Newburn	P.	2	90	57	9	13	12	3	37	1	..	..	141	39	18	..	5	..	..	80	..	..	..	43 16 6
	PITTENWEEM. (400)																								
28	East	P.	5	321	227	..	68	99	30	197	4	..	1	578	272	116	..	29	35	..	121	..	..	..	274 16 9
3334	South, Infants	P.	5	220	163	106	46	..	..	152	2	..	3	242	148	90	..	23	..	..	..	..	..	..	137 0 6
	ST. ANDREW'S (Burgh). (1248)																								
4681	Burgh	P.	6	688	565	..	152	308	45	505	11	..	..	1502	687	300	..	75	10	..	427	..	..	4	677 14 4
2221	East End, Infant	P.	6	280	155	66	81	..	..	147	3	1	..	380	177	101	..	25	3	..	67	..	..	6	180 15 9
4426	Infant	P.	6	369	289	133	117	..	..	250	5	..	..	542	265	151	..	38	33	..	50	..	..	..	259 16 9
	ST. ANDREW'S (Landward). (328)																								
531	Boarhills	P.	6	117	69	18	22	18	4	62	1	1	..	177	72	37	..	49	..	..	19	..	..	..	71 4 6
4474	Strathkinness	P.	6	238	171	32	66	55	5	158	3	1	..	423	170	89	..	52	..	..	112	..	..	..	177 11 3
	ST. MONANCE § 67. (381)																								
3574	St. Monance	P.	2	500	400	80	118	128	12	338	5	2	4	864	390	208	..	52	..	..	218	..	..	1	898 17 0
	SALINE. (201)																								
693	Saline	P.	12	200	244	40	79	79	8	206	3	1	1	464	215	126	..	31	15	..	75	..	..	2	224 8 0
	SCOONIE § 67. (1290)																								
2267	Leven	P.	6	1172	1228	246	405	443	25	1119	18	2	7	2480	1142	625	..	159	..	..	553	..	..	..	1310 17 3
2267 H.G.	Leven, H.G.	HGP	6	158	57	..	..	..	51	51	1	1	..	348	107	31	..	5	..	..	111	..	95	..	189 14 1
80	Smithy Green	P.	6	65	58	11	18	23	..	52	2	..	1	169	74	36	..	37	..	..	22	..	..	..	58 11 3
	SPRINGFIELD. (154)																								
3996	Springfield	P.	4	282	142	30	38	48	5	116	3	..	..	314	136	73	..	48	..	..	57	..	..	..	131 8 8
	STRATHMIGLO (276)																								
836 840	Gateside Strathmiglo	P. P.	4 4	107 854	111 190	17 33	24 56	30 62	20 14	101 170	1 2	2 1	..	318 560	138 219	61 103	..	45 86	..	..	70 204	4	..	..	140 16 2 218 19 2

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2672	Torryburn	P.	1	240	201	28	62	73	15	178	3	1	1	415	218	106	..	27	..	..	63	..	..	..	218	7	6
	TULLILLAN § 67. (369)																									
46	Tullialan and Kincardine	P.	2	528	406	77	112	137	32	358	7	..	4	1066	430	205	..	51	..	..	275	36	..	69	455	16	11
	WEMYSS § 67. (3321)																									
2827	Buckhaven	P.	6	936	1097	219	345	353	..	917	15	5	7	2078	865	504	..	126	..	..	584	..	..	..	1045	5	1
2827 H.G	Buckhaven, H.G.	H.G. P.	6	115	44	..	..	..	36	36	1	1	..	340	121	20	..	5	..	..	98	..	95	..	149	7	7
4176	Coaltown	P.	2	391	252	68	65	76	13	222	5	..	..	603	245	132	..	32	..	..	194	..	..	..	267	9	3
1119	Kirkland Crossroads	P.	2	538	539	104	178	152	27	461	10	..	1	1144	515	271	..	66	..	..	292	..	..	..	544	18	0
4905	Methil	P.	2	833	965	188	284	277	11	755	12	2	5	1306	792	420	..	108	..	..	491	..	..	..	875	6	8
2646	Wemyss	P.	2	629	270	149	184	189	14	586	10	2	..	1157	568	323	..	75	..	..	190	..	..	..	630	16	7
1013	West Wemyss, Dorothy	P.	2	450	227	70	65	67	6	208	4	2	..	593	248	129	..	31	..	..	186	..	..	..	238	4	9
	TOTAL			54076	43802	8563	13184	13743	2583	38023	708	167	219	106444	45055	22563	105	6503	388	432	28742	945	799	426	47178	16	5
	FORFAR.																									
	ABERLEMNO. (170)																									
20	Aberlemno	P.	2	152	42	9	12	16	..	37	2	..	..	257	45	19	..	56	..	..	137	..	..	..	50	4	0
3485	Pitkennedy	P.	3	67	45	6	12	19	1	38	1	1	..	167	39	22	..	5	..	..	99	..	1	..	58	2	0
	AIRLIE. (152)																									
3526	Airlie	P.	3	96	72	18	22	21	..	61	2	..	..	214	74	41	..	10	..	..	87	..	..	..	66	6	3
	ARBIRLOT. (174)																									
410	Arbirlot	P.	6	149	91	16	33	27	5	81	2	1	..	339	95	47	..	52	9	..	134	..	1	..	95	3	9
	ARBROATH (Burgh) § 67. (4170)																									
3379	Abbey	P.	12	590	653	122	217	255	..	594	10	..	7	1419	666	355	..	88	..	..	309	1	..	..	673	17	1
5652	¶High (Elem. Dept.)	P.	12	235	117	28	47	28	..	108	3	..	2	403	98	54	..	54	..	..	47	150	..	..	114	9	9
3332	Inverbrothock	P.	12	375	699	117	244	268	..	629	11	2	7	1556	742	335	..	95	..	..	332	2	..	..	727	12	0
2881	Keptie	P.	12	810	798	126	225	258	86	695	13	3	6	1865	922	422	..	105	..	..	410	7	..	..	926	12	5
2633	Ladyloan	P.	12	520	348	56	110	143	..	309	6	..	5	904	378	198	..	49	..	..	278	1	..	..	354	14	7
1284	Parkhouse	P.	10	605	662	91	225	247	..	563	11	..	6	1360	637	395	..	86	..	..	235	7	..	..	633	6	5
3455	The Hill	P.	10	347	295	61	94	115	..	270	6	1	3	792	290	164	..	39	..	..	299	..	..	..	304	3	7
1719	St. Thomas	R.C.	11	171	83	22	25	26	..	73	1	..	..	178	73	44	11	11	..	31	..	6	..	..	79	7	6
	ARBROATH (LANDWARD) and ST. VIGEAN'S. (478)																									
2730	Colliston	P.	2	170	104	19	35	32	8	89	2	1	..	306	121	69	..	16	..	..	100	..	..	1	100	4	6
2639	St. Vigean's	P.	3	188	115	17	36	44	5	102	2	1	..	412	132	65	..	16	..	..	198	..	..	1	119	15	0
	AUCHTERHOUSE. (117)																									
875	Auchterhouse	P.	6	168	88	18	29	34	..	81	2	..	..	290	78	43	..	11	..	..	159	..	..	..	88	9	6
	BARRY § 67. (850)																									
2553	Barry	P.	3	256	163	27	43	56	10	136	3	2	1	454	152	79	..	50	..	..	160	..	..	13	165	15	3
880	Carnoustie	P.	3	680	636	110	229	177	46	562	10	3	3	1396	660	335	..	84	..	..	261	..	..	57	696	14	11
	BRECHIN (Burgh) § 67. (1578)																									
2175	Andover	P.	1	635	592	109	192	186	20	507	10	..	4	1308	604	300	..	74	..	..	329	..	..	..	606	1	10
3404	Bank Street	P.	1	478	379	71	121	130	23	345	8	1	3	1051	422	20	..	50	..	..	373	..	..	..	441	12	5

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	FORFAR—*cont.*																								
	BRECHIN (Burgh)—*cont.*																								
139	Damacre Road	P.	1	580	520	91	152	187	25	455	10	..	3	1288	577	279	..	70	..	..	362	..	..	..	573 16 0
138	¶High (Lower Dept.)	P.	4	120	72	14	32	13	..	59	2	..	..	213	55	29	..	57	..	..	3	68	..	..	63 18 3
	BRECHIN (Landward). (315)																								
2150	Aldbar	P.	3	73	47	8	16	19	..	43	2	..	..	240	59	26	..	56	..	..	99	..	..	..	57 3 3
1562	Arrat	P.	3	58	42	12	10	17	..	39	1	1	..	158	42	23	..	46	..	..	48	..	..	..	39 10 0
1153	Little Brechin	P.	3	100	72	10	20	30	4	64	1	1	..	264	75	37	..	49	..	..	108	..	..	..	70 17 6
	BROUGHTY FERRY (Town) § 67. (1881)																								
2662	Eastern	P.	12	600	502	87	175	161	29	452	9	1	1	1062	515	268	..	66	..	..	214	..	..	..	547 0 5
4682	¶Grove Academy	P.	6	445	301	44	101	118	..	263	6	1	1	846	316	160	..	41	..	..	..	329	..	..	302 12 3
4682 H.G	¶Grove Academy, H.G.	H.G. P.	6	257	213	..	..	..	196	196	7	1	..	1513	651	106	..	26	..	..	295	204	230	..	756 6 7
4083	Southern	P.	12	676	450	96	138	146	13	393	5	4	..	1087	431	228	..	57	..	..	322	..	..	..	453 3 2
2176	Western	P.	12	496	377	58	120	122	29	329	5	2	1	858	376	196	..	48	..	..	289	..	..	..	411 6 10
	CARESTON § 67. (50)																								
4032	Careston	P.	2	95	90	17	36	26	1	80	1	1	..	220	90	45	..	11	..	..	74	..	..	..	97 7 6
	CARMYLLIE. (253)																								
231	East	P.	6	152	140	21	49	44	11	125	3	..	..	334	149	76	..	19	..	..	91	..	..	..	155 4 9
3010	West	P.	6	195	104	19	34	31	11	95	2	1	..	322	121	60	..	55	..	..	86	..	..	..	120 17 6
	CORTACHY AND CLOVA. (117)																								
4313	*Cortachy*	P.	4	149	87	7	17	21	2	47	2	..	..	138	55	30	..	58	..	..	36	..	4	..	55 17 6
3991	Clova	P.	4	60	15	2	5	6	..	13	1	..	..	105	30	8	..	2	..	..	61	..	3	..	28 8 0
305	Glenprosen	P.	4	50	24	3	6	11	..	20	1	..	..	124	44	16	..	4	..	..	61	..	..	..	37 4 3
2588	Waterside	P.	4	39	15	..	4	8	2	14	1	..	..	78	33	7	..	2	..	..	36	..	..	..	31 3 6
	CRAIG § 67. (442)																								
3042	Craig	P.	2	166	136	21	48	56	..	130	2	1	..	366	119	74	..	17	..	..	160	..	..	..	125 2 0
1197	Ferryden, Senior	P.	8	254	178	..	54	98	..	117	3	..	..	455	175	105	..	28	..	..	187	..	..	..	160 7 3
3575	Ferryden, Infant	P.	3	124	102	75	17	..	..	92	2	..	..	195	100	56	..	15	..	..	80	..	..	..	91 11 0
4316	Westerton	P.	3	61	60	11	14	..	..	25	1	..	..	78	40	19	..	5	..	..	16	..	..	..	34 10 0

	DUN. (118)																								
2290	Dun	P.	2	171	102	11	30	45	..	86	2	..	..	250	105	56	..	14	..	..	75	..	..	..	95	11	9
	DUNDEE (Burgh) § 67. (29697)																								
2622	Ancrum Road	P.	10	777	891	201	288	247	44	780	17	2	2	2295	862	440	..	109	..	..	879	6	..	..	935	9	9
2491	Ann Street	P.	1	1230	1355	206	434	430	86	1156	25	2	2	3241	1427	689	..	173	..	..	932	19	..	1	1462	8	6
2442	Balfour Street	P.	12	903	777	160	269	238	34	701	20	1	2	2420	843	403	..	104	..	..	1061	9	..	..	849	17	10
4676	Blackness	P.	2	1242	1280	179	418	438	111	1146	24	1	5	3378	1532	684	..	176	..	..	951	35	..	..	1524	17	8
2219	Brown Street	P.	2	650	543	74	160	202	..	436	11	1	3	1604	495	260	..	65	..	..	750	27	..	7	508	14	1
3405	Butterburn	P.	11	1089	1006	204	328	295	85	862	18	1	3	2481	963	494	..	124	..	..	893	8	..	..	1018	10	2
4355	Clepington	P.	9	1347	1257	224	429	386	39	1078	20	3	3	2835	1231	641	..	160	..	..	795	8	..	..	1257	6	10
4677	Cowgate	P.	12	915	756	134	247	285	..	666	16	..	3	2156	716	379	..	96	..	..	915	50	..	..	759	2	10
6487	Cripple and Invalid	P.	6	5	37	..	8	20	..	28	..	..	..	218	..	16	..	..	..	..	202	..	..	..	70	18	8
4788	Deaf and Dumb	P.	9	3	..	3	5	15	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	133	8	9
2459	Dudhope	P.	1	858	772	152	238	251	44	685	16	1	2	2234	856	394	..	102	..	..	873	9	..	..	855	11	0
3467	Glebe Lands	P.	1	1339	1395	214	480	429	105	1228	27	1	4	3498	1550	728	..	181	..	..	1033	6	..	..	1590	0	4
629	¶Harris Academy	P.	6	449	489	62	162	217	..	441	14	..	4	2191	508	258	..	63	..	..	666	701	..	..	522	4	9
629 H.G	¶Harris Academy, H.G.	H.G. P.	6	687	554	..	..	..	515	515	15	1	..	5104	2151	322	..	80	..	..	1166	765	620	..	2117	17	0
2238	Hawkhill	P.	2	1855	1519	281	505	474	96	1356	31	1	3	4178	1672	881	..	208	..	..	1441	31	..	..	1690	8	3
1088	Hill Street	P.	11	984	1043	177	343	347	58	920	19	2	2	2793	1099	529	..	134	..	..	1006	25	..	..	1151	5	3
3274	Lochee, Liff Road	P.	11	969	948	201	284	299	66	850	9	..	2	2766	1057	477	..	121	..	..	1094	17	..	..	1083	14	6
1920	Lochee, South Road	P.	11	394	358	63	89	149	..	301	8	..	..	1045	352	195	..	47	..	..	443	18	..	..	354	13	7
2208	Mitchell Street	P.	12	1240	824	180	265	248	35	728	14	4	3	2331	796	410	..	102	..	..	1002	21	..	1	878	13	11
4678	¶Morgan Academy	P.	6	561	480	69	184	180	..	433	12	..	2	1992	487	258	..	65	..	..	426	749	..	8	439	19	3
4678 H.G	¶Morgan Academy, H.G.	H.G. P.	6	555	313	..	..	..	281	281	8	2	..	3226	1162	170	..	42	..	..	1178	347	327	..	1160	3	4
2029	Rosebank	P.	2	1380	1299	244	406	400	61	1111	23	1	2	3224	1306	653	..	164	..	..	1077	23	..	..	1363	10	9
2626	St. Andrew's	P.	9	352	164	..	..	..	149	149	3	1	..	1107	212	90	..	24	..	..	739	43	..	..	238	19	1
21	Tay Street	P.	1	771	651	120	211	224	35	590	15	1	3	2255	662	320	..	88	..	..	1174	16	..	..	726	2	2
2368	Victoria Road	P.	2	853	962	163	304	289	36	842	21	..	3	2771	985	479	..	120	..	..	1173	14	..	..	1099	14	11
3427	Wallace Town	P.	1	1069	1046	174	331	339	39	933	21	1	2	2831	1119	559	..	139	..	..	1608	6	..	..	1134	10	1
2174	Lochee	E.	9	200	127	24	39	46	..	109	2	..	..	250	104	57	14	54	..	42	..	6	..	..	119	7	0
3629	St. Martin's	E.	10	271	277	84	94	73	..	251	3	2	..	484	249	145	36	36	..	..	..	9	..	..	260	18	0
2796	St. Paul's	E.	10	432	438	107	151	136	..	394	4	4	1	807	430	234	59	59	..	138	..	..	..	..	430	9	6
2111	St. Salvador's	E.	10	358	364	141	288	277	30	736	12	4	2	1526	807	426	109	109	..	8	..	68	..	4	811	19	2
3571	Lochee, St. Mary's	R.C.	11	308	661	197	149	200	9	555	5	3	4	1250	550	295	76	76	8	233	..	12	..	..	621	4	11
4327	St. Andrew's, Boys'	R.C.	10	476	258	..	69	130	6	205	2	3	1	660	235	106	30	30	..	228	..	..	..	..	250	18	2
4743	St. Andrew's, Girls'	R.C.	10	594	525	260	89	115	13	477	4	3	6	1037	494	262	66	66	..	135	..	19	..	..	518	11	4
4085	St Joseph's	R.C.	10	1169	1049	243	382	319	25	969	11	3	9	2296	1047	554	134	134	15	382	..	34	..	5	1137	5	2
2136	St Mary's	R.C.	10	1652	1398	357	362	488	48	1250	17	7	6	2884	1353	728	177	177	20	470	..	54	..	..	1453	11	3
4760	St. Patrick's	R.C.	9	544	542	114	195	144	..	453	4	6	2	1035	482	249	64	64	..	10	..	..	..	108	497	10	6
5629	Dudhope Bank Deaf and Dumb Institution	..	9	..	..	2	7	14	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	.	119	8	9
4746	Institution for the Blind	..	9	..	..	1	3	16	..	20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	108	18	9
1988	Seafield's Works, Half Time	..	9	181	48	..	..	45	..	45	1	1	..	217	64	32	8	48	..	64	..	..	..	..	63	19	3
4288	Ward Mills	..	6	314	206	..	..	116	..	116	3	2	..	467	165	86	22	52	..	148	..	..	..	..	141	8	0
	DUNDEE (Landward). (175)																								
4164	Drumgeith	P.	4	202	224	42	76	67	22	207	5	..	..	575	266	128	..	32	..	..	149	..	..	..	259	9	9
	DUNNICHEN. § 67 (214)																								
3108	Craichie	P.	5	100	62	10	20	26	..	56	2	..	..	218	78	36	..	49	..	..	48	7	..	..	71	7	6
2745	Letham	P.	5	243	150	32	50	40	14	136	2	1	3	367	162	80	..	20	..	..	94	10	..	..	175	16	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont*																							
	EASSIE AND NEVAY. (99)																							
508	Eassie and Nevay	P.	6	127	96	15	25	37	..	77	2	..	..	265	87	47	..	12	..	..	115	..	..	3	84 6 3
	EDZELL. (145)																							
154	Edzell	P.	2	220	160	21	50	53	12	136	2	2	..	321	156	76	..	20	..	..	60	..	..	..	166 2 3
187	Waterside	P.	4	60	14	2	7	4	..	13	1	..	..	77	28	9	..	2	..	..	38	..	..	..	28 4 0
	FARNELL. (111)																							
4208	Farnell	P.	2	130	118	16	38	39	6	99	2	1	..	281	117	58	..	30	..	..	75	..	..	1	119 1 9
	FERN. (70)																							
3126	Fern	P.	3	78	73	11	21	22	3	57	2	..	..	196	71	32	..	58	..	..	86	..	..	..	77 3 6
	FORFAR (Burgh) § 67. (2234)																							
4502	¶Academy	P.	3	260	156	32	42	69	..	143	3	1	2	543	163	85	..	51	..	..	60	122	..	1	161 19 3
4504	East	P.	3	423	410	89	159	137	..	385	6	1	6	813	415	227	..	57	..	..	102	..	..	12	431 12 9
3789	North	P.	3	400	356	68	140	125	..	333	6	2	5	771	357	191	..	48	..	..	167	..	..	8	373 17 7
3569	*South*	P.	3	341	300	73	115	89	..	277	5	2	3	691	291	160	..	40	..	..	198	..	..	2	303 16 9
1738	Wellbraehead	P.	3	350	278	63	108	81	..	252	6	..	4	698	288	155	..	39	..	..	211	..	..	6	280 1 3
2451	West	P.	3	607	573	92	163	138	136	529	11	3	5	1517	726	308	..	77	..	..	389	..	..	17	789 1 2
	FORFAR (Landward). (300)																							
113	Kingsmuir	P.	5	135	85	14	22	34	6	76	1	1	1	258	97	49	..	12	..	..	97	..	3	..	94 2 6
4471	*Lunanhead*	P.	5	147	89	13	25	39	..	77	2	..	..	231	80	43	..	11	4	..	94	..	..	..	84 17 9
	FOWLIS EASTER. (69)																							
708	Fowlis Easter	P.	6	99	59	14	21	17	..	52	2	..	..	217	62	29	..	57	..	..	70	..	..	..	65 7 3
	FRIOCKHEIM. (301)																							
390	Friockheim	P	6	320	209	46	73	62	11	192	2	3	1	431	228	118	..	29	..	..	44	..	12	..	223 10 6
	GLAMIS. (286)																							
365	Glamis	P.	5	200	166	21	46	55	4	126	2	2	..	332	149	79	..	20	..	..	108	..	2	..	148 13 3
4520	Glen Ogilvy, The Milton	P.	1	90	44	4	7	8	..	19	1	..	..	116	18	15	..	4	..	..	18	..	1	..	20 10 8

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	GLENISLA. (133)																								
3556	Folda	P.	4	81	28	2	10	13	..	25	1	..	..	162	56	25	..	6	..	..	75	..	..	..	50 0 9
3174	Glenisla	P.	4	73	42	4	15	14	2	35	1	..	..	137	55	22	..	5	..	..	55	..	..	..	53 7 0
4145	Kilry	P.	4	81	68	17	18	15	..	50	1	1	..	199	71	32	..	48	..	..	49	..	..	..	67 9 3
	GUTHRIE. (59)																								
4090	Guthrie	P.	3	100	68	12	22	25	.	59	1	1	..	205	75	36	..	49	..	..	40	..	4	..	74 2 9
	INVERARITY. (173)																								
42	Inverarity	P.	4	197	98	20	30	34	..	84	2	..	..	319	99	53	..	13	..	..	154	.	..	..	90 12 6
3285	Kirkbuddo	P.	4	91	46	7	8	21	..	36	1	..	..	120	53	23	..	6	..	..	37	..	..	..	52 0 11
	INVERKEILOR. (224)																								
2920	Chapelton	P.	2	137	100	9	33	44	..	86	2	..	..	241	101	48	..	14	9	..	70	..	..	..	96 15 9
3197	Inverkeilor	P.	2	232	217	32	65	70	10	177	2	2	2	434	196	104	..	25	16	..	93	..	..	..	215 16 0
	KETTINS. (140)																								
3210	Kettins	P.	6	178	106	18	29	49	..	96	3	..	..	357	108	56	..	14	..	..	185	..	..	..	105 11 3
	KINGOLDRUM. (67)																								
708	Kingoldrum	P.	4	93	41	6	12	17	..	35	1	..	..	132	55	22	..	6	..	..	15	..	..	34	58 18 3
	KINNELL. (125)																								
872	Kinnell	P.	2	147	105	10	38	39	..	87	2	..	..	257	99	56	..	14	..	..	87	..	..	..	96 3 3
	KINNETTLES. (61)																								
3792	Kinnettles	P.	5	110	79	16	25	33	..	74	2	..	..	233	88	49	..	12	..	..	84	..	..	..	81 3 9
	KIRKDEN. (105)																								
264	Kirkden	P.	5	127	48	7	14	16	1	38	2	..	..	227	52	22	..	45	..	..	105	4	..	..	52 17 0
	KIRRIEMUIR § 67. (1136)																								
1045	*Carroch Combination*	P.	3	60	33	4	6	17	..	27	1	..	..	98	46	16	..	4	..	..	32	..	..	..	45 4 9
328	Padanarum	P.	3	77	73	10	22	27	1	60	1	1	..	196	67	35	..	49	..	..	45	..	..	..	68 0 3
263	Reform Street	P.	1	406	388	66	129	134	4	333	5	3	3	880	397	207	..	58	..	..	173	..	..	..	378 16 4
884	*Roundyhill*	P	3	91	67	14	15	28	4	61	2	..	..	231	73	35	..	59	..	..	64	..	..	..	73 18 9
3651	Webster's Seminary	P.	6	416	441	88	112	167	11	378	7	1	5	829	175	127	..	52	..	..	475	..	..	..	450 16 11
3651 H.G	Webster's Seminary H.G.	HGP	6	136	52	..	..	..	46	46	3	..	..	685	214	40	..	10	191	..	65	..	165	..	201 12 4
4705	Westmuir	P.	1	60	54	16	22	11	..	49	1	..	..	106	49	34	.	8	..	..	15	..	..	..	51 2 3
3246	St. Mary's	E.	1	180	115	18	23	45	..	91	1	2	..	267	113	59	17	36	..	26	..	..	..	9	99 14 9
	LIFF, BENVIE, &c. (303)																								
3562	Liff	P.	4	140	112	23	34	35	10	102	2	1	..	393	117	57	..	54	..	..	164	..	..	..	126 19 6
2240	Muirhead of Liff	P.	4	168	144	36	46	41	12	135	3	..	1	403	147	78	..	18	..	..	164	..	..	..	167 4 0
	LINTRATHEN. (130).																								
3835	Backwater	P.	4	30	17	1	9	3	..	13	1	..	..	94	29	8	..	2	..	..	54	..	..	..	23 4 0
2998	Braes of Coull	P.	4	63	32	6	10	13	..	29	1	1	..	152	44	16	..	4	..	..	89	..	..	..	46 11 9
3909	Lintrathen	P.	4	101	81	13	30	19	13	75	2	..	..	226	99	49	..	12	..	..	66	..	..	..	93 16 6
	LOCHLEE. (59).																								
2545	Lochlee	P.	4	91	44	3	14	18	..	35	2	..	..	258	65	29	..	7	..	..	156	..	..	..	62 15 0
	LOGIE-PERT. (208).																								
3417	Craigo	P.	2	138	121	17	39	45	..	101	2	1	..	324	110	60	..	15	..	..	135	3	..	..	111 14 3
3280	Logie-Pert	P.	2	112	69	10	19	21	6	56	2	..	..	219	66	35	..	59	..	..	60	..	..	..	69 7 3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.																	
														£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	FORFAR—*contd.*																										
	LUNAN. (62)																										
3915	Lunan	P.	2	78	52	8	20	16	4	48	2	..	..	210	68	32	..	58	2	..	54	..	..	..	58	3	0
	LUNDIE (49)																										
778	Lundie	P.	6	108	53	10	21	12	4	47	1	1	..	190	54	25	..	6	..	..	93	..	..	1	66	4	9
	MAINS AND STRATHMARTINE. (873)																										
3772	Downfield	P.	6	227	239	43	83	80	..	206	4	2	..	644	251	141	..	35	..	..	199	..	18	..	227	2	8
4477	Mains	P.	6	222	104	21	28	44	..	93	2	1	..	405	98	55	..	54	..	..	196	..	2	..	101	5	0
3660	Strathmartine	P.	6	150	123	21	44	46	..	111	2	1	..	333	113	64	..	16	..	..	139	..	2	..	120	16	6
	MARYTON. (64)																										
3465	Maryton	P.	2	116	56	5	19	24	..	48	1	1	..	171	70	34	..	58	..	..	9	..	..	..	65	3	3
	MENMUIR. (145)																										
2167	Menmuir	P.	2	135	96	16	34	31	2	83	2	..	..	243	102	50	..	12	..	..	79	..	..	..	93	3	3
	MONIFIETH § 67. (592)																										
379	Mattocks	P.	3	164	118	25	40	30	6	101	1	1	2	326	128	68	..	17	..	..	104	..	..	9	121	2	6
2318	Monifieth	P.	3	625	452	101	144	131	26	402	9	1	..	990	444	227	..	57	..	..	243	..	..	14	489	3	5
	MONIKIE. (302)																										
756	Bankhead	P.	5	78	36	14	12	6	..	32	1	..	..	121	50	20	..	5	..	..	46	..	..	..	47	12	6
177	Monikie	P.	5	187	145	27	42	43	18	130	2	1	1	435	157	76	..	19	..	25	157	..	1	..	166	11	6
1014	Newbigging	P.	5	120	88	17	31	27	..	75	2	..	..	226	84	47	..	12	..	..	83	..	..	..	80	12	9
	MONTROSE (Burgh) § 67. (2279)																										
552	¶Academy	P.	4	221	143	31	68	26	..	125	4	..	..	377	140	79	..	50	..	..	..	193	..	..	136	3	6
4428	North Links	P.	11	1170	896	212	255	301	30	798	15	1		2229	952	402	..	120	..	..	636	..	..	20	938	7	7
4800	Southesk	P.	10	805	620	164	175	178	22	539	10	1	8	1546	648	285	..	83	..	..	308	..	..	12	539	11	5
1841	Townhead	P.	10	466	447	82	154	170	..	406	7	..	4	910	457	239	..	60	..	..	154	..	..	..	464	10	0
	MONTROSE (Landward). (150)																										
2291	Logiebuird	P.	1	208	157	37	43	53	..	133	5	1	..	380	177	79	..	19	..	..	104	..	..	..	144	11	9

	MURROES. (—)																								
392	Murroes	P.	4	165	178	89	57	52	4	152	3	1	..	415	155	87	..	52	..	..	111	.	10	..	168	2	6
	NAVAR AND LETHNOT. (53)																								
3723	Navar and Lethnot	P.	4	50	25	5	6	10	..	21	1	..	..	135	56	16	..	6	..	4	53	..	..	..	50	4	6
	NEWTYLE. (172)																								
959	Newtyle	P.	6	313	122	21	37	46	..	104	2	1	..	319	117	65	..	16	..	..	91	..	..	29	113	6	0
	OATHLAW. (92)																								
333	Oathlaw	P.	2	95	68	9	24	27	..	60	1	..	..	186	81	36	..	10	..	..	60	..	..	..	76	3	0
	PANBRIDE. (357)																								
132	Muirdrum	P.	3	50	45	11	22	8	..	41	1	..	..	100	51	21	..	5	..	..	23	..	..	..	58	1	0
4064	Panbride	P.	3	309	242	31	65	102	11	209	4	..	3	616	239	119	..	30	..	..	190	..	39	..	256	19	0
	RESCOBIE. (110)																								
3529	Rescobie	P.	3	61	31	6	11	11	..	28	1	..	..	189	38	16	..	4	5	..	127	..	..	..	40	5	9
	RUTHVEN. (20)																								
182	Ruthven	P.	3	64	50	13	18	15	..	46	1	1	..	210	61	25	..	46	8	..	70	..	..	..	65	8	6
	STRACATHRO. (91)																								
2151	Stracathro	P.	2	173	85	15	26	29	..	70	1	1	..	289	86	48	..	12	..	..	143	..	..	..	76	18	3
	TANNADICE. (242)																								
3539	Burnside of Inshewan	P.	3	67	52	4	20	19	..	43	1	1	..	151	62	29	..	7	..	..	48	4	..	..	57	13	3
3952	Denside	P.	2	75	38	4	11	8	10	33	1	1	..	181	67	18	..	45	..	..	46	5	..	..	65	14	9
2536	Tannadice	P.	2	132	83	17	20	25	8	70	2	..	..	227	86	38	..	10	..	..	82	7	8	..	87	1	0
	TEALING. (133)																								
378	Tealing	P.	6	138	125	25	42	37	5	109	3	..	..	359	109	59	..	55	..	..	137	..	..	..	126	13	9
	TOTAL			57416	48153	8862	14924	15524	3058	42363	876	156	196	132221	52388	24974	822	7617	288	1937	38292	4344	1449	394	54463	7	11
	HADDINGTON.																								
	ABERLADY. (169)																								
2168	Aberlady	P.	4	206	137	37	40	44	..	121	2	..	..	307	140	76	..	19	..	..	72	..	..	..	131	11	6
	ATHELSTANEFORD. (92)																								
938	Athelstaneford	P.	3	164	135	18	45	51	..	114	3	..	1	366	125	68	..	17	..	..	156	..	..	..	128	6	9
	BOLTON. (46)																								
211	Bolton	P.	3	68	37	6	16	9	3	34	2	..	..	185	50	19	..	55	..	..	61	..	..	..	51	17	6
	DIRLETON. (357)																								
235	Dirleton	P.	4	142	115	18	37	42	1	98	2	1	..	376	106	56	..	54	..	..	159	..	1	..	110	15	6
164	Gullane	P.	4	145	135	32	36	50	..	118	2	1	..	378	132	70	..	18	..	..	159	..	..	..	128	11	6
2787	Kingston	P.	4	138	67	7	22	20	4	53	2	..	..	326	71	38	..	9	..	..	208	..	..	..	64	18	6
	DUNBAR (Burgh). (709)																								
2430	Dunbar (Burgh)	P.	6	606	519	122	165	168	..	455	9	4	3	1189	544	284	..	70	..	..	283	..	..	8	529	12	1
2430 H.G.	Dunbar (Burgh), H.G.	HGP	6	137	83	..	..	1	72	73	3	..	..	684	191	29	..	7	90	..	335	..	40	2	299	13	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	HADDINGTON—*cont.*																							
	DUNBAR (Landward). (287)																							
3867	Eastbarns	P.	2	106	84	12	27	34	..	73	2	..	..	244	76	41	..	11	..	..	116	..	..	..	80 4 0
240	Westbarns	P.	2	295	211	37	77	85	..	199	3	1	..	462	203	107	..	28	..	..	121	3	..	..	217 0 3
	GARVALD. (105)																							
3719	Garvald	P.	3	125	85	15	24	29	2	70	2	..	..	242	66	35	..	9	..	..	131	..	..	..	80 8 9
	GLADSMUIR. (336)																							
2266	Longniddry	P.	4	144	116	13	41	43	..	97	2	..	..	334	107	59	..	15	..	..	153	..	..	..	106 16 9
3441	Macmerry	P.	4	140	127	28	41	27	2	98	2	1	..	409	107	59	..	55	..	..	187	..	..	..	109 11 9
3791	Samuelston	P.	4	61	40	13	12	10	..	35	2	..	..	226	42	18	..	55	..	..	112	..	..	..	46 16 0
	HADDINGTON (Burgh). (861)																							
923	Primary	P.	3	726	652	104	215	228	35	577	9	..	7	1830	697	337	..	84	..	..	619	..	..	98	739 15 0
4107	Haddington	R.C.	3	165	120	18	35	52	3	108	1	1	2	272	126	67	17	17	..	25	..	2	..	..	125 11 6
	HUMBIE. (120)																							
594	Humbie	P.	3	101	60	8	19	24	..	51	1	..	..	243	39	23	..	6	..	..	175	..	..	..	66 6
	INNERWICK. (153)																							
1056	Innerwick	P.	2	126	115	15	34	49	..	98	2	..	..	273	103	54	..	14	..	..	103	..	..	..	110 13 9
	MORHAM. (40)																							
3882	Morham	P.	3	60	59	13	19	17	2	51	1	1	..	201	75	32	..	43	..	..	38	4	3	..	72 15 3
	NORTH BERWICK. (569)																							
4076	Halfland Barns	P.	9	68	29	8	8	9	..	25	1	..	..	120	31	16	..	4	..	..	69	..	..	..	27 2 3
5222	¶High (Elemy. Dept.)	P.	9	126	62	..	9	50	..	59	3	..	..	234	86	..	..	50	..	..	41	57	..	..	76 18 5
2776	North Berwick	P.	9	516	390	102	139	111	14	366	7	1	7	1226	462	282	..	56	..	..	487	..	2	8	458 18 11
	OLDHAMSTOCKS. (90)																							
597	Oldhamstocks	P.	2	120	47	5	13	27	..	45	2	..	..	241	66	26	..	67	..	..	65	..	..	28	60 10 9
	PENCAITLAND. (705)																							
1278	[illegible]	P.	..	197	81	12	28	45	..	85	3	1	..	334	78	39	..	121	..	..	117	..	..	..	77 8 11

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	PENCAITLAND. (194)																								
2004	Pencaitland	P.	2	193	134	26	47	84	6	113	3	..	..	364	134	43	..	16	15	..	155	..	..	..	132 19 9
	PRESTONKIRK. (264)																								
2750	East Linton	P.	4	404	210	84	69	72	4	179	3	4	..	811	201	108	..	27	..	..	474	..	..	2	202 16 6
	PRESTONPANS § 67. (799)																								
4577	Prestonpans	P.	1	631	632	115	134	250	36	535	9	2	5	1522	625	269	..	76	121	..	430	..	..	..	658 18 0
6459	Prestonpans West	P.	1	240	254	98	115	19	..	227	3	2	1	416	294	132	..	31	8	..	..	..	..	..	244 3 0
	SALTON. (64)																								
2544	Salton	P.	2	139	93	16	29	19	11	75	2	..	..	304	120	38	..	42	6	..	98	..	..	..	106 14 3
	SPOTT. (66)																								
3681	Spott	P.	3	120	44	9	16	14	..	39	2	..	..	240	52	23	..	56	1	..	109	..	..	..	51 18 6
	STENTON. (91)																								
3841	Stenton	P.	3	150	110	14	29	46	6	95	2	..	1	299	116	59	..	15	8	..	101	..	..	..	119 4 6
	TRANENT § 67. (1456)																								
2878	Cockenzie	P.	1	429	402	117	162	134	18	431	7	..	5	807	438	241	..	59	..	..	68	..	..	..	413 4 4
3437	Elphinstone	P.	1	252	200	43	60	62	..	165	4	..	..	471	148	82	..	22	..	..	218	..	..	..	176 16 6
3388	Tranent	P.	1	842	788	147	236	249	42	674	11	2	8	1731	829	404	..	102	..	..	357	40	..	..	842 0 1
6471	St. Martin's	R.C.	12	168	119	28	30	49	..	102	1	2	1	332	76	108	15	16	..	140	..	2	..	..	111 2 9
	WHITEKIRK AND TYNINGHAME. (149)																								
733	Tyninghame	P.	4	122	76	13	26	24	..	63	1	..	..	204	63	35	..	9	1	..	95	..	..	..	63 3 0
732	Whitekirk	P.	4	127	72	14	15	32	..	61	1	..	..	272	65	85	..	9	..	..	163	..	..	..	66 14 6
	WHITTINGHAME. (97)																								
4800	*Kingside Combination*	P.	3	24	11	1	3	5	..	9	1	..	..	57	27	7	..	2	..	..	22	..	..	..	25 3 3
538	Whittinghame	P.	3	90	29	9	11	6	..	26	1	..	..	203	32	12	..	43	..	..	116	..	..	..	37 1 0
	YESTER. (126)																								
2352	*Longyester*	P.	3	60	46	4	18	16	..	38	1	..	..	113	54	28	..	7	..	..	24	..	..	..	52 18 0
2967	Yester	P.	3	174	112	23	34	37	1	95	3	..	..	328	104	56	..	54	..	..	114	..	..	..	103 13 9
	TOTAL			9030	7140	1388	2200	2325	287	6180	125	26	41	19474	7275	3545	82	1374	289	165	6599	107	46	141	7493 10 10
	INVERNESS.																								
	ABERNETHY AND KINCARDINE. (246)																								
4262	Abernethy	P.	4	256	129	14	36	33	4	92	2	..	2	288	142	58	..	15	..	..	73	..	..	..	124 0 6
591	Dorback	P.	4	40	27	5	7	10	2	24	p	..	..	71	45	14	..	3	..	..	9	..	..	..	43 16 0
1752	Glenbrown and Glenlochy	P.	4	42	20	..	6	8	5	19	1	..	..	72	49	15	..	4	..	..	5	..	..	..	41 16 8
3988	Tulloch	P.	4	84	40	1	11	19	..	31	p	..	..	138	60	26	..	6	..	..	46	..	..	..	55 7 9
	ALVIE. (81)																								
4305	Alvie	P.	4	118	55	6	18	25	3	52	1	1	..	217	79	27	..	47	..	..	63	..	1	..	90 2 9
1357	Laggan	P.	4	53	20	3	5	7	..	15	1	..	..	80	34	10	..	2	..	..	34	..	..	..	33 12 9
4309	Lynwilg	P.	4	22	13	3	5	4	..	12	1	..	..	74	31	8	..	2	..	..	33	..	..	..	29 10 0
	ARDERSIER. (227)																								
2744	Ardersier	P.	11	220	175	45	55	49	8	157	2	3	1	390	223	96	..	24	..	..	47	..	..	..	210 16 9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904-1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905-1906. £ s. d.
	INVERNESS—*cont.*																								
	Arisaig and Moidart. (170)																								
34	Glenfinnan	P.	6	30	11	1	4	4	..	9	1	..	..	137	35	13	..	3	..	..	33	..	..	..	34 16 0
661	Glenuig	P.	6	40	31	5	9	13	..	27	1	1	..	337	101	37	..	49	..	..	150	..	..	..	99 9 0
4227	Arisaig	C.S.	6	68	26	5	7	9	1	22	1	..	..	82	32	17	3	3	..	15	..	8	..	..	29 8 3
1387	Arisaig	R.C	6	114	90	7	21	51	4	83	1	1	1	229	124	65	12	12	..	6	..	7	..	..	118 12 9
	Barra § 67. (592)																								
6417	Brevig	P.	4	60	67	17	28	14	..	59	1	..	..	120	66	32	..	8	..	..	15	..	..	..	73 16 6
600	Castlebay	P.	4	240	212	23	59	96	5	183	2	1	2	399	250	112	..	28	..	..	8r	..	..	1	249 12 10
868	Craigston	P.	4	93	122	18	34	56	2	110	1	1	..	235	148	63	..	16	..	..	9	..	..	..	146 15 0
1382	Mingiay	P.	4	37	29	9	7	12	..	28	p	..	..	101	47	15	..	4	..	..	36	..	..	..	50 9 6
1059	Northbay	P.	4	163	142	14	40	66	4	124	1	1	2	286	182	77	..	20	..	..	6	..	..	..	179 3 0
	Boleskine and Abertarff. (291)																								
604	Boleskine	P.	3	97	72	5	17	29	7	58		1	..	203	89	39	..	9	..	..	56	9	..	..	84 18 3
2575	Fort Augustus	P.	3	160	70	10	16	26	6	58		1	1	232	86	36	..	49	..	..	58	5	..	..	82 9 6
6387	Foyers	P.	3	51	78	23	24	12	..	64		..	..	111	70	31	..	9	..	..	1	1	..	..	64 1 0
1704	Knockchollum	P.	3	40	17	2	3	8	..	13		..	..	79	33	9	..	2	..	..	33	..	..	..	32 2 6
4707	Fort Augustus	R.C	3	67	34	7	10	11	..	28	1	..	..	116	39	17	4	4	20	32	..	..	..	..	35 14 3
1074	Whitebridge	R.C.	3	67	11	3	4	4	..	11	1	..	..	62	25	7	2	2	..	20	..	..	..	..	28 19 0
	Bracadale. (165)																								
3967	Carbost	P.	5	70	48	5	13	16	3	37	1	1	..	169	59	23	..	6	..	..	77	..	3	..	69 5 9
1714	*Glenbrittle	P.	5	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
187	Struan	P.	5	100	57	5	14	23	4	46	1	..	..	143	92	28	..	7	..	..	27	..	..	..	85 2 0
	Croy and Dalcross. (228)																								
4748	Balcroy	P.	12	44	17	2	6	6	..	14	1	..	..	61	20	10	..	3	..	..	28	..	..	..	14 8 0
210	Clava	P.	12	113	49	6	15	15	4	40	1	..	1	164	77	27	..	7	..	..	58	..	..	..	72 9 3
2918	Croy	P.	12	197	119	17	33	52	6	108	1	..	2	310	138	58	..	14	..	..	100	..	..	..	154 7 2
	Daviot and Dunlichty. (100)																								
4704 1190	Bun[illegible]	P.	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1604	Dunmagiass	P.	1	50	32	5	5	13	9	28	1	1	..	129	91	45	..	3	..	..	..	..	..	..	
2233	Farr	P.	1	90	35	6	9	12	4	31	1	1	..	151	52	16	..	4	..	..	80	..	..	..	59 14 6
	DORES. (173)																								
3824	Aldourie	P.	1	125	61	10	19	18	5	52	1	1	.	199	79	28	..	7	..	..	84	..	..	..	87 14 0
5557	Bunachton	P.	1	21	13	1	3	6	..	10	1	..	..	77	29	6	..	2	..	..	40	..	..	..	27 0 0
4167	Bunchrubin	P.	1	30	18	3	4	6	2	15	1	..	..	85	39	7	..	2	..	..	36	..	..	..	26 14 6
3371	Stratherrick	P.	1	110	70	7	16	27	12	62	1	1	.	224	103	35	..	49	..	..	36	..	..	..	107 16 3
	DUIRINISH § 67. (612)																								
1781	Borreraig	P.	6	75	30	2	9	16	..	27	1	..	..	133	50	16	..	4	..	..	63	..	..	1	50 17 6
1619	Borrodale	P.	6	170	123	9	37	47	6	99	1	1	2	241	156	65	..	16	..	..	..	..	2	3	145 9 6
3080	Colbost	P.	6	31	39	6	12	9	4	31	p	..	1	138	62	19	..	5	..	..	52	..	..	..	59 18 0
3098	Dunvegan	P.	6	98	65	6	18	20	9	53	2	..	1	269	102	29	..	57	..	..	79	..	..	2	102 0 0
2956	Edinbane	P.	6	131	58	5	15	18	..	38	1	1	..	180	60	25	..	51	..	..	44	..	..	..	54 0 3
1767	Knockbreck	P.	6	102	65	4	25	26	3	63	1	..	..	168	95	40	..	10	..	..	21	..	..	2	80 7 0
1490	Lochbay	P.	6	90	51	7	18	17	5	47	1	..	..	115	55	23	..	6	..	..	29	..	..	2	76 3 6
1618	Vattin Bridge	P.	6	140	94	10	34	24	9	77	1	1	1	227	101	39	..	50	..	..	37	..	..	..	114 17 0
	DUTHIL AND ROTHIEMURCHUS. (355)																								
1218	Deshar	P.	4	128	64	10	25	17	2	54	1	1	..	197	84	32	..	48	..	..	34	.. *	..	..	81 9 3
3099	Dulnain Bridge	P.	4	158	88	14	21	28	12	75	1	1	1	228	128	48	..	12	..	..	39	..	..	..	123 10 6
821	Duthil	P.	4	124	91	11	25	25	11	72	1	1	..	231	126	43	..	13	20	..	79	..	..	..	129 15 3
3613	Rothiemurchus	P.	4	144	95	17	24	33	7	81	2	..	..	207	109	46	..	11	..	..	41	..	..	..	114 0 3
	GLENELG. (234)																								
1402	Arnisdale	P.	6	46	30	5	5	13	2	25	1	..	..	135	61	22	..	5	..	..	96	..	..	..	60 11 3
1896	Bracara	P.	6	36	13	5	8	..	..	13	1	..	..	91	40	9	..	3	..	..	41	..	..	..	39 11 6
1351	Glasnacardoch	P.	6	60	68	6	22	29	1	58	1	..	..	193	86	42	..	11	..	..	53	..	..	1	77 7 9
744	Glenelg District	P.	6	68	37	2	10	15	4	31	1	..	1	180	66	24	..	6	..	..	83	..	..	1	73 0 11
745	Inverie	P.	6	48	12	1	3	6	..	10	1	..	..	133	58	17	..	4	..	..	53	..	..	..	53 4 10
6502	†Mallaig	P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	GLENGARRY. (125)																								
4636	Aberchalder	P.	3	35	16	1	4	9	..	14	p	..	..	52	38	10	..	3	..	..	2	..	..	..	32 19 9
2840	Invergarry	P.	3	111	36	2	11	14	6	33	1	..	..	203	108	43	..	11	..	..	42	..	..	..	102 17 0
	HARRIS § 67. (1062)																								
1804	Bernera	P.	4	116	99	5	26	42	..	73	1	1	1	181	110	49	..	12	..	..	9	..	..	..	96 3 6
1805	Drinishader	P.	4	105	64	1	20	29	1	51	1	..	..	222	68	29	..	7	..	..	118	..	..	..	79 6 9
1061	Finsbay	P.	4	52	40	1	15	16	1	33	1	..	..	108	46	15	..	4	..	..	39	..	..	..	59 18 6
1806	Kyles Scalpay	P.	4	71	84	16	26	25	6	73	1	1	..	205	102	45	..	11	..	..	46	..	..	..	119 7 9
1847	Kyles Stockinish	P.	4	125	101	21	26	32	6	85	1	..	1	173	115	46	..	12	..	..	..	..	..	..	128 3 0
1807	Manish	P.	4	95	83	10	23	32	2	67	1	..	1	169	103	39	..	10	..	..	18	..	..	..	103 7 6
3333	Obbe	P.	4	85	59	4	15	16	5	40	1	..	..	158	84	38	..	10	..	..	27	..	..	..	49 6 7
1860	Scalpay	P.	4	125	121	14	30	46	7	97	1	..	1	199	141	59	..	15	..	..	..	..	..	..	137 9 6
1846	Scarp	P.	4	39	31	10	9	5	3	27	1	..	1	177	60	20	..	5	..	..	91	..	..	..	65 19 3
1808	Scarista	P.	4	42	33	..	8	11	3	22	p	..	..	101	55	23	..	8	..	..	16	..	..	..	81 1 3
1090	Tarbert, Sir E. Scott	P.	4	170	133	10	41	51	10	112	2	1	1	349	173	79	..	20	..	50	27	..	..	..	133 6 9
	INSH. (52																								
809	Insh	P.	4	88	22	1	8	9	3	21	1	1	..	173	52	15	..	44	34	..	28	..	..	..	50 12 9
	INVERNESS (Burgh). (3859)																								
2812	Central	P.	10	1449	774	122	225	318	..	665	11	2	7	1988	777	368	..	96	..	..	747	..	..	..	797 8 5
4298	Clachnaharry	P.	10	150	87	19	26	32	..	77	1	1	..	233	84	50	..	12	..	..	87	..	..	..	85 8 0
2118	Farraline Park	P.	10	926	660	121	218	228	..	567	10	1	6	1655	622	296	..	80	..	..	657	..	..	..	664 11 2

* New School —Grant to run as from 1st June, 1906. † New School—Grant to run as from 1st May, 1906.

92336. 2 0 2

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*cont.*																							
	INVERNESS (Burgh)—*cont.*																							
2105	High (Elementary Dept.)	P.	6	1266	985	171	282	411	13	877	17	1	6	2112	777	526	..	129	..	..	682	..	..	..	994 16 5†
2105 H.G	High, H. G.	H.G. P.	6	284	204	..	..	..	186	186	7	..	..	1441	384	111	..	28	..	..	918	..	..	..	707 12 4†
4086	Merkinch	P.	10	949	812	144	234	298	..	676	13	1	7	1811	756	379	..	97	..	..	578	1	..	..	802 7 4
4217	Cathedral, Boys	E.	10	150	65	5	13	36	..	54	2	..	..	234	65	41	8	48	..	71	..	..	..	..	66 0 6
3360	The Bishop's	E.	10	200	185	48	54	47	2	151	4	..	1	372	175	93	23	23	..	43	..	5	..	3	177 11 7
4276	Roman Catholic	R. C.	10	235	121	31	25	42	..	98	1	2	..	236	102	55	14	44	..	25	..	7	..	..	109 4 0
6437	The Convent	R. C.	10	100	73	17	17	26	4	64	1	1	..	188	62	31	8	8	..	50	..	25	..	..	78 16 2
6118	Northern Counties' Institution for the Blind	..	10	..	..	..	..	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28 0 0
	INVERNESS (Landward). (975)																							
986	Abriachan	P	12	100	71	11	19	35	..	65	1	..	..	218	104	39	..	10	..	..	66	..	..	..	100 18 5
968	Culcabock	P.	12	136	95	14	32	34	..	80	2	1	..	274	92	52	..	12	..	..	118	..	..	..	83 15 6
2691	Culduthel	P.	12	122	71	6	25	26	2	59	2	1	..	281	90	32	..	49	..	..	110	..	..	..	83 16 9
3056	Culloden	P.	12	136	93	11	35	32	5	83	2	1	..	360	103	44	..	52	..	..	161	..	..	..	114 9 7
2206	Dochgarroch	P.	12	122	53	1	16	27	5	49	1	1	..	265	82	29	..	47	..	..	107	..	..	..	84 19 11
4914	Leachkin	P.	12	128	90	16	28	26	6	76	2	1	..	296	110	44	..	51	..	..	90	..	..	..	109 9 9
2820	Nairnside	P.	12	89	64	6	17	20	..	43	2	..	..	251	67	30	..	47	..	..	107	..	..	..	64 11 6
5480	The Highland Orphanag	..	11	100	55	11	10	25	8	54	1	..	..	137	88	35	9	9	..	..	..	..	..	..	83 19 5
	KILMALLIE. (679)																							
1210	Banavie	P.	1	124	75	5	27	23	3	68	2	..	..	655	124	53	..	13	..	..	464	..	..	2	126 17 7
3217	Fort William	P.	6	290	239	40	97	86	..	223	4	..	3	662	314	129	..	33	..	4	182	..	..	..	341 15 3
3217 H.G.	Fort William, H.G.	H.G. P.	6	109	74	..	..	..	64	64	3	..	..	528	313	41	..	10	60	..	31	..	74	..	314 18 7
1999	Kinlochell March	P.	1	40	16	4	7	3	..	14	1	..	..	73	32	8	..	2	..	..	32	..	..	..	32 9 9
4127	Onich	P.	1	70	36	4	5	23	..	32	1	1	..	167	64	28	..	6	30	..	96	7	..	..	87 0 9
3536	North Ballachulish, St. Bride's	E.	1	60	27	7	9	8	1	25	1	..	..	108	45	15	4	4	..	41	..	..	..	..	46 8 0
4283	Fort William	R. C.	1	123	107	23	33	30	2	97	1	3	..	288	158	62	15	15	..	61	..	6	..	..	127 17 9
	KILMONIVAIG. (210)																							
4087	Kilmonivaig	P.	1	90	43	3	11	19	5	38	1	..	1	203	117	41	..	20	..	..	141	..	..	..	99 8 11

4124	Roy Bridge		P.	1	92	69	5	19	35	3	62	1	1	..	241	109	36	..	49	..	..	52	4	..	..	103	7	3
6005	Tulloch		P.	1	27	16	3	3	9	..	15	1	..	..	142	45	18	..	4	..	18	58	..	..	..	40	19	9
	KILMORACK.	(366)																									
2917	Beauly		P.	11	250	190	23	51	69	14	157	4	..	2	669	250	87	..	23	..	..	252	..	..	27	259	3	3
3007	Cannich Bridge		P.	3	69	16	2	5	5	..	12	1	..	..	78	12	7	..	2	..	..	57	..	..	..	29	2	0
1578	Teanassie		P.	3	110	92	4	29	34	11	78	1	1	..	204	129	53	..	13	..	..	6	..	..	2	116	18	0
2981	Beauly		R. C.	11	90	40	2	8	22	1	33	1	..	..	120	55	22	7	6	20	13	..	..	..	..	46	6	4
399	Marydale		R. C.	3	68	21	5	6	9	..	20	1	..	..	78	38	11	3	3	7	13	..	3	..	..	40	12	9
	KILMUIR	(185)																									
803	Kilmaluag		P.	6	70	63	13	17	20	..	50	1	1	..	167	68	28	..	47	..	..	24	..	..	..	71	4	6
344	Kilmuir		P.	6	120	100	11	27	31	5	74	1	1	2	248	111	46	..	11	..	..	74	1	..	..	104	11	0
	KILTARLITY.	(447)																									
3817	Culburnie		P.	3	106	83	13	20	29	12	74	1	..	3	197	115	46	..	12	..	..	25	..	..	..	116	7	3
3879	Glenconvinth		P.	3	81	73	9	20	26	4	59	1	1	..	171	108	40	..	10	..	..	18	..	..	..	96	9	6
674	Guisachan		P.	3	200	26	4	8	11	2	25	1	..	1	145	53	17	..	4	..	..	71	..	..	..	49	17	3
681	Struy		P.	3	66	40	7	12	14	..	33	1	..	..	186	63	20	..	6	..	..	50	..	..	..	60	18	6
2902	Tomnacross		P.	3	159	144	9	40	64	16	129	2	..	2	277	167	71	..	18	..	..	20	..	..	..	189	10	9
3122	Eskadale		R. C.	3	84	45	1	12	26	..	39	1	..	..	120	70	25	6	6	20	..	..	6	..	..	68	17	3
	KINGUSSIE.	(329)																									
1558	Dalwhinnie		P.	1	40	29	3	9	11	1	24	1	1	..	105	45	16	..	4	..	..	41	..	..	..	44	14	0
3605	Kingussie		P.	6	269	198	35	74	59	..	168	3	..	..	390	250	107	..	27	..	..	6	..	..	..	238	7	3
3605 H.G.	Kingussie, H.G.		H.G.	6	143	89	..	..	..	77	77	3	..	..	568	278	46	..	11	60	..	124	..	50	..	365	12	11
			P.																								
3859	Newtonmore		P.	1	159	99	26	28	24	..	78	2	1	..	280	104	48	..	52	..	..	77	..	..	..	93	14	0
	KIRKHILL.	(257)																									
295	Inchmore		P.	12	163	123	15	35	40	11	101	2	1	..	295	145	64	..	46	..	..	39	..	..	..	147	19	8
1373	Kirkton		P.	12	60	57	12	17	18	2	49	1	1	..	146	83	29	..	48	..	..	..	..	..	..	79	17	0
322	Knockbain		P.	12	76	78	13	19	31	3	66	1	1	1	204	79	38	..	49	..	..	38	..	..	..	91	10	9
	LAGGAN.	(130)																									
15	Gergask		P.	4	117	65	7	17	17	12	53	2	..	..	320	104	32	..	58	..	..	124	..	2	..	107	5	3
16	Glentruim		P.	4	36	31	6	10	5	8	29	1	..	..	128	64	18	..	5	..	..	36	..	5	..	61	16	3
1744	Lochlaggan		P.	4	40	25	2	7	9	..	18	1	..	..	115	40	13	..	3	..	..	59	..	..	..	36	8	0
	MOY AND DALAROSSIE.	(131)																									
1318	Dalarossie		P.	2	50	19	2	6	8	2	18	1	..	..	116	32	9	..	2	..	..	73	..	..	..	40	19	0
5658	Moy		P.	2	50	40	6	10	15	4	35	1	..	..	196	62	20	..	5	..	..	47	..	..	..	65	11	3
688	Raibeg		P.	2	90	67	7	17	31	4	59	2	..	..	230	102	40	..	10	..	..	79	..	..	..	92	7	9
	NORTH UIST § 67.	(783)																									
1077	Baleshare		P.	4	98	34	2	9	13	3	27	1	1	..	161	47	17	..	44	..	..	52	..	1	..	44	10	6
2006	Boreray		P.	4	36	21	5	6	8	..	19	1	..	..	104	39	11	..	3	..	..	51	..	..	..	38	2	0
4382	Carinish		P.	4	105	71	9	18	26	3	56	1	1	..	196	98	38	..	10	..	..	55	..	..	..	75	2	0
1280	Claddach Kirkibost		P.	4	91	46	9	14	16	1	40	1	..	..	112	68	26	..	6	..	..	12	..	..	..	60	19	6
3798	Dunskellar		P.	4	90	31	16	21	33	..	70	1	1	..	202	101	43	..	11	34	..	14	..	..	..	100	3	3
5658	Glaic		P.	4	36	29	5	8	12	..	25	p	..	..	69	43	15	..	4	..	..	2	..	..	..	47	7	0
1881	Grimisay		P.	4	70	70	11	20	23	..	54	1	..	..	185	86	34	..	48	..	..	20	..	..	..	74	9	7
4564	Heisker		P.	4	25	22	3	5	10	..	18	p	..	..	81	45	14	..	4	..	..	18	..	..	..	37	6	0
582	Locheport		P.	4	62	32	2	14	11	..	27	p	..	..	92	42	14	..	3	..	..	31	..	..	..	50	6	3
1545	Lochmaddy		P.	4	70	57	8	17	21	3	49	1	1	1	195	72	29	..	7	..	..	36	..	..	..	78	3	1
1270	Paible		P.	4	180	140	18	47	52	12	129	2	2	2	420	198	78	..	40	..	..	104	..	..	..	209	17	3
757	Tigharry		P.	4	123	97	9	27	44	..	80	2	1	1	280	102	49	..	42	..	..	37	..	..	..	105	7	6
1248	Trumisgarry		P.	4	25	23	3	11	7	..	21	1	..	..	90	41	13	..	3	..	..	33	..	..	1	42	0	9

† For 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*contd.*																								
	Petty (287)																								
1160	East	P.	12	153	104	9	30	42	9	90	1	..	1	264	122	48	..	13	..	..	80	..	..	..	134 4 6
686	West	P.	12	150	86	10	30	35	2	77	1	2	..	258	108	45	..	41	..	..	64	..	..	..	104 6 7
	Portree § 67. (586)																								
3718	Braes	P.	5	152	112	8	22	50	8	88	1	1	..	259	122	52	..	13	..	..	73	..	..	..	129 9 0
1645	Glens	P.	5	30	23	4	4	8	3	19	1	..	..	86	42	11	..	3	..	..	31	..	..	..	43 2 0
3573	Penefiler	P.	5	29	11	2	4	3	1	10	p	..	..	60	26	5	..	1	..	..	27	..	..	..	27 4 0
283	Portree	P.	6	231	185	22	59	76	6	154	3	1	4	362	426	128	..	32	60	..	163	2	50	2	249 1 8
283 H.G	Portree, H.G.	H.G.	6	91	52	..	..	..	42	42	1	..	..	437	139	23	..	6	60	..	159	..	50	..	192 1 9
4555	Raasay	P.	5	97	32	5	10	10	1	26	1	1	..	157	57	18	..	45	..	..	37	..	..	..	52 2 6
1644	Rona	P.	5	52	14	3	4	4	1	12	1	..	..	109	44	14	..	4	..	..	46	..	..	..	39 10 0
1274	Sconser	P.	5	50	27	1	6	14	..	21	1	..	..	121	41	13	..	3	..	..	63	..	..	..	43 3 6
1715	Torran	P.	5	60	43	..	11	21	..	32	p	..	..	100	52	19	..	5	..	..	24	..	..	..	53 18 0
	Sleat § 67. (327)																								
1691	Aird	P.	5	68	50	4	21	18	2	45	1	1	..	189	79	31	..	8	..	..	72	..	..	..	71 3 0
1706	Ardvasar	P.	5	51	28	3	8	13	1	25	1	..	..	101	45	15	..	4	..	..	36	1	..	..	44 0 9
4758	Drumfern	P.	5	30	24	3	7	13	..	23	p	..	..	88	44	13	..	3	..	..	21	..	7	..	45 5 3
1640	Duisdale	P.	5	116	47	8	13	15	7	43	1	..	..	133	74	26	..	6	..	..	27	..	..	..	73 13 9
1657	Ferrindonald	P.	5	90	51	7	22	12	6	47	1	1	..	195	86	30	..	8	..	..	71	..	1	..	77 8 0
1742	Kylerhea	P.	5	27	8	2	2	3	..	7	p	..	..	55	24	4	..	1	..	..	26	..	..	..	23 18 3
1692	Tarsacabhaig	P.	5	80	56	3	21	19	3	46	1	1	..	136	55	34	..	3	..	..	60	..	..	..	36 9 6
	Small Isles. (91)																								
1836	Canna	P.	7	22	19	2	5	10	..	17	1	..	..	80	35	10	..	2	..	..	33	..	..	..	26 4 0
1046	Eigg	P.	7	60	38	4	14	5	8	31	p	..	..	115	58	21	..	5	..	..	30	..	..	..	60 11 9
4706	Rum	..	7	64	7	..	2	4	..	6	1	..	..	87	23	5	1	1	..	58	..	..	..	..	23 2 0
	Snizort § 67. (888)																								
3649	Bernisdale	P.	6	120	102	13	31	33	6	83	1	2	..	214	121	49	..	12	..	..	32	..	..	..	114 12 8
82	Macdiarmid	P.	6	64	35	10	26	24	..	60	1	1	..	208	72	31	..	3	..	..	91	..	..	..	58 4 0
2861	Kensaleyre	P.	6	76	50	9	14	16	8	42	1	..	..	115	67	28	..	3	..	..	10	..	1	..	52 12 0
2713	Ulig	P.	6	105	135	10	44	47	12	113	2	1	2	381	179	67	..	47	..	..	182	1	..	8	203 5 8

	SOUTH UIST § 67. (1119)																										
3890	Ballvantich	P.	4	98	74	11	18	34	..	63	1	1	1	125	87	39	..	10	..	..	..	..	..	1	86	4	6
5879	Curnan	P.	4	38	30	1	8	17	..	26	1	..	..	91	51	16	..	4	..	..	20	..	..	..	49	17	9
4154	Dalibrugh	P.	4	140	150	22	38	69	1	130	3	..	..	227	132	73	..	18	..	..	3	..	..	..	164	12	9
11	Eriskay	P.	4	115	92	16	26	38	..	80	1	..	1	182	96	46	..	12	..	..	28	..	..	..	105	9	6
1815	Garrynamonie	P.	4	133	127	18	33	56	..	112	1	2	2	258	133	67	..	17	..	..	39	2	..	1	149	12	0
334	Howmore	P.	4	84	77	9	24	27	5	65	1	..	..	144	90	41	..	10	..	..	2	1	..	..	98	9	4
4039	Jochdar	P.	4	146	109	13	31	47	5	96	1	1	..	173	131	59	..	15	..	..	..	1	..	..	124	13	6
4628	Kilerivagh	P.	4	75	44	3	15	22	..	40	1	..	1	112	68	23	..	6	..	..	12	..	..	3	68	17	0
6896	Kyles Flodda	P.	4	40	22	4	7	7	..	18	1	..	..	98	34	11	..	3	..	..	45	..	..	..	37	2	9
1845	Stoneybridge	P.	4	98	47	3	21	22	..	46	1	1	..	145	88	35	..	9	..	..	16	..	..	2	77	15	0
4201	Torlum	P.	4	195	89	12	23	47	..	82	1	1	3	188	118	58	..	13	..	..	..	..	..	2	115	9	9
	STENSCHOLL § 67. (255)																										
5268	Digg	P.	6	34	34	9	20	..	..	29	p	..	..	68	35	18	..	5	..	..	10	..	..	..	33	18	0
345	Staffin	P.	6	150	146	9	32	68	18	127	1	2	2	421	213	74	..	18	..	..	76	..	33	7	225	12	3
1947	Valtos	P.	6	90	65	6	20	24	7	57	1	1	..	225	94	36	..	49	..	..	46	..	..	..	92	18	0
	STRATH § 67. (411)																										
748	Breakish	P	5	113	82	10	27	27	3	72	1	2	.	262	102	45	..	41	..	..	74	..	..	..	102	17	9
4200	Broadford	P.	5	177	119	13	31	41	19	104	1	2	1	402	188	65	..	16	..	..	132	..	..	..	181	4	3
1621	Dunan	P.	5	63	53	5	15	21	2	43	1	..	..	108	62	25	..	6	..	..	15	..	..	..	68	15	3
1583	Elgol	P.	5	49	51	9	17	14	3	43	1	..	..	144	58	23	..	6	..	..	58	..	..	..	72	0	0
987	Heast	P.	5	22	16	2	4	7	..	13	p	..	..	70	30	7	..	2	..	..	32	..	..	..	31	7	3
2123	Kyleakin	P.	5	89	44	8	10	14	9	41	1	..	1	150	81	26	..	7	..	..	81	..	4	..	76	17	6
1695	Torrin	P.	5	47	30	4	8	10	3	25	1	..	..	94	43	13	..	3	..	..	35	..	..	..	47	12	9
	URQUHART AND GLENMORISTON. (818)																										
517	Balnain	P.	3	97	50	5	12	17	6	40	1	..	..	123	67	25	..	6	..	..	26	4	..	..	69	7	9
427	Bunloit	P.	3	60	20	1	5	9	1	16	1	..	..	99	37	10	..	3	..	..	48	1	..	..	37	9	3
2372	*Corrimony*	P.	3	32	14	7	3	3	..	13	1	..	..	98	29	7	..	2	..	..	60	1	..	..	30	13	9
415	Dalchreichard	P.	3	63	7	..	2	5	..	7	1	..	..	72	27	5	..	1	..	..	36	1	..	..	24	9	9
1602	Glen Urquhart	P.	6	123	130	18	40	44	6	108	3	..	..	373	119	38	..	31	..	..	124	30	..	2	171	3	7
1602 H.G.	Glen Urquhart, H.G.	H.G. P.	6	90	30	..	..	1	26	27	1	..	..	252	132	18	..	20	..	..	55	7	50	..	150	16	5
435	*Invermoriston*	P.	3	55	47	5	12	15	6	38	1	1	..	185	71	25	..	6	..	..	77	6	..	..	66	12	3
	TOTAL			22422	15045	2075	4268	5500	1002	12845	282	89	92	44889	19572	7883	118	3316	425	520	12620	150	335	78	20419	5	11
	KINCARDINE.																										
	ARBUTHNOTT. (162)																										
2773	Arbuthnott	P.	11	174	110	14	32	43	6	95	2	..	..	271	123	58	..	14	..	..	75	..	1	..	123	1	3
	BANCHORY-DEVENICK. (335)																										
2569	Banchory-Devenick	P.	1	155	134	23	35	45	9	112	2	2	..	439	136	68	..	17	6	..	212	..	..	..	134	5	3
2841	Portlethen	P.	1	226	176	24	55	47	23	149	3	2	..	468	203	94	..	24	13	..	134	..	..	..	195	6	3
	BANCHORY-TERNAN. (646)																										
3867	Central	P.	2	308	258	31	83	84	28	226	4	1	1	717	289	138	..	33	..	..	147	24	87	..	289	7	6
2851	Crathes	P.	2	130	79	9	23	28	11	71	2	1	..	316	111	44	..	51	..	..	102	..	..	..	106	6	6
3750	Inchmarlo	P.	2	120	65	7	25	19	4	55	2	..	..	313	87	87	..	9	..	..	171	8	..	..	75	14	9
6410	Raemoir	P.	2	80	60	18	19	14	4	55	2	..	..	179	62	34	..	58	..	..	22	3	..	..	63	5	0
227	Tilquhillie	P.	2	61	19	3	7	8	..	18	1	..	..	98	37	14	..	3	..	..	42	1	..	..	34	14	6
1840	Reid and Burnett Endowed Female	..	2	112	116	36	35	20	12	103	2	..	2	212	135	64	16	16	18	3	..	9	1	..	127	13	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School, Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	KINCARDINE—*contd.*																								
	BENHOLM § 67. (304)																								
406	Benholm	P.	11	99	74	12	20	26	4	62	1	1	..	170	71	37	..	9	..	..	53	..	..	..	78 3 6
2509	Johnshaven	P.	11	308	220	54	71	56	13	194	3	2	..	433	216	121	..	29	..	..	97	..	..	..	223 18 6
	BERVIE § 67. (563)																								
447	Bervie	P.	11	209	169	26	55	62	6	149	3	1	1	464	160	82	..	51	..	..	170	..	1	1	173 3 0
4369	Gourdon	P.	11	322	259	36	54	89	5	234	4	2	..	506	257	149	..	36	..	..	64	..	..	1	258 12 9
	DUNNOTTAR. § 67. (598)																								
465	Brackmuirhill	P.	2	128	70	8	29	17	11	65	2	..	..	275	97	35	..	9	..	..	132	..	2	..	100 14 9
2462	Dunnottar	P.	2	586	324	82	83	97	29	291	7	2	1	835	374	180	..	46	..	..	234	..	..	..	383 18 0
3720	Stonehaven	E.	2	150	143	25	33	56	6	125	2	1	1	291	152	79	19	19	3	20	..	2	..	..	146 17 0
	DURRIS. (179)																								
123	Crossroads	P.	5	100	87	14	27	23	9	73	2	..	..	223	81	40	..	10	4	..	84	..	..	4	92 2 3
2462	Woodlands	P.	5	142	74	8	23	26	7	64	2	..	..	230	81	38	..	10	4	..	97	..	..	..	80 6 0
	FETTERCAIRN. (287)																								
2203	Fettercairn	P.	4	198	188	24	41	48	14	127	3	..	..	474	168	75	..	19	2	..	210	..	..	..	167 17 0
2193	Inch	P.	4	120	32	11	8	9	..	23	2	..	..	223	26	16	..	4	..	..	178	..	..	..	27 15 0
2203	Pasque	..	4	79	54	10	20	14	3	47	1	1	..	143	68	32	8	3	..	32	..	1	..	..	55 17 0
	FETTERESSO AND RICKARTON. (1018)																								
3566	Cairnhill	P.	2	152	91	20	27	23	13	83	2	1	..	304	99	41	..	41	..	..	122	1	..	..	119 14 3
3069	Cookney	P.	2	141	96	11	24	30	15	90	2	..	1	350	122	57	..	54	..	..	115	1	..	..	125 3 0
4081	Muchalls	P.	2	55	29	5	16	7	..	28	1	..	..	100	29	15	..	4	..	..	51	..	..	..	30 6 0
942	Nethurley	P.	2	67	51	10	20	16	..	46	1	..	..	108	36	24	..	5	..	..	42	..	..	..	50 7 0
249	Rickarton	P.	2	114	117	13	31	50	6	100	2	1	..	293	128	57	..	55	..	..	53	..	..	..	153 4 3
2793	Stonehaven	P.	2	542	424	52	133	124	39	378	7	1	3	1006	483	240	..	60	..	..	214	..	10	..	439 12 7
941	Tewel *Joint*	P.	2	66	43	9	13	15	3	40	1	..	..	140	60	23	..	6	..	..	57	..	..	..	62 14 9
	FORDOUN. (887)																								
4232	Cocketty	P.	4	47	25	7	11	5	..	23	1	..	..	70	26	15	..	4	..	..	24	..	..	..	24 1 8
408	Fordoun	P.	4	245	195	31	51	68	30	179	3	1	3	490	241	108	..	47	..	..	117	..	..	..	210 15 0

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3660	Tipperty District	P.	4	49	20	5	6	9	..	20	1	..	..	..	61	21	..	3	..						
	GARVOCK. (76)																								
2562	Garvock	P.	3	92	35	8	10	9	4	31	1	..	..	173	62	22	..	5	..	..	84	..	..	..	58 12 9
	GLENBERVIE. (175)																								
1204	Brae	P.	1	72	58	6	22	19	3	51	1	..	..	143	70	34	..	8	..	..	32	..	..	..	75 14 3
432	Glenbervie	P.	1	169	116	19	33	37	12	101	2	1	..	290	127	68	..	16	..	..	84	..	..	..	126 10 3
	KINNEFF & CATTERLINE. (194)																								
4443	Barras	P.	2	100	54	13	17	17	1	48	1	..	..	151	58	26	..	7	..	..	60	..	..	..	62 13 3
3238	Kinneff	P.	2	143	72	15	21	20	8	64	2	..	..	227	88	37	..	10	..	..	92	..	..	..	81 16 7
2447	Catterline	E.	2	159	64	17	23	15	1	56	2	..	..	201	62	37	8	59	..	28	..	..	..	1	60 6 9
	LAURENCEKIRK. (394)																								
4451	Laurencekirk	P.	12	407	315	65	105	89	26	285	6	1	..	789	312	157	..	39	..	..	231	..	..	..	367 16 11
3647	*Redmyre*	P.	4	153	101	17	35	28	9	89	3	..	..	243	94	50	..	12	..	..	85	..	..	..	112 7 10
2711	Laurencekirk	E.	12	152	86	9	28	26	1	66	2	..	1	194	108	53	14	14	..	10	..	..	..	1	76 9 0
	MARYCULTER. (152)																								
1419	East	P.	2	129	84	15	23	35	3	76	2	..	..	200	88	37	..	10	..	..	69	..	..	..	88 0 3
4333	West	P.	2	129	62	8	21	21	6	56	2	..	..	227	68	38	..	59	..	..	66	..	1	..	80 4 9
	MARYKIRK. (268)																								
1702	Luthermuir	P.	1	155	116	16	37	38	4	95	2	..	..	290	128	64	..	16	..	..	82	..	..	..	109 14 0
2202	Marykirk	P.	1	180	78	5	21	30	12	68	2	..	..	232	95	40	..	11	..	..	86	..	..	..	92 14 0
6269	The Napier	..	1	77	26	17	5	..	..	22	1	..	..	83	21	11	4	3	..	43	..	..	..	2	20 13 6
	NIGG. (335)																								
3747	Cove	P.	1	211	150	28	53	41	13	135	2	1	1	351	151	77	..	19	..	..	95	6	..	4	165 17 3
1060	Kirkhill	P.	1	164	131	29	44	40	5	118	3	..	..	369	135	70	..	17	..	..	145	.	..	1	134 2 6
	ST. CYRUS (282)																								
3059	St. Cyrus	P.	11	282	215	24	64	62	36	186	4	1	4	641	266	123	..	31	..	..	221	..	..	..	230 7 0
	STRACHAN. (126)																								
2137	Glendye	P.	2	48	22	3	7	9	..	19	1	..	..	68	37	13	..	3	..	..	15	..	..	..	34 12 0
3677	Strachan	P.	2	145	84	8	32	30	4	74	2	1	..	363	94	49	..	52	..	..	164	..	3	1	87 4 6
	TOTAL			8342	5715	1060	1753	1771	453	5037	114	26	18	15584	6332	3060	69	1133	50	136	4675	63	104	15	6415 3 5
	KINROSS																								
	BLAIRINGONE. (88)																								
4534	Blairingone	P.	6	128	91	10	34	33	5	82	2	1	..	315	92	49	..	52	..	..	120	..	..	2	98 11 11
	CLEISH. (138)																								
215	Cleish	P.	2	98	63	11	25	21	..	57	2	..	..	302	72	31	..	58	..	..	141	..	..	..	76 14 3
	FOSSOWAY & TULLIEBOLE. (123)																								
607	*Carnbo*	P.	2	88	38	6	21	7	..	34	1	1	..	175	51	21	..	45	..	..	57	..	..	1	51 5 9
573	Fossoway	P.	2	170	115	16	34	45	9	104	2	..	..	392	117	63	..	55	..	..	140	..	..	16	127 19 0
	KINROSS. (492).																								
3958	Kinross	P.	1	564	462	78	158	162	15	408	9	..	3	1169	472	226	..	58	..	..	410	..	..	3	470 14 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	KINROSS—*contd.*																								
	ORWELL. (334)																								
2172	Orwell	P.	1	190	146	28	44	52	5	129	2	1	..	427	91	61	..	55	..	..	217	..	..	3	157 5 9
2233	Milnathort, Reid Memorial	..	1	173	178	25	61	63	6	155	2	2	..	380	170	82	24	52	..	53	..	..	..	..	177 17 9
	PORTMOAK. (151)																								
3486	Portmoak	P.	2	162	125	17	42	47	1	107	3	1	..	352	117	62	..	55	..	..	118	..	..	..	118 15 3
	TOTAL			1573	1218	186	414	430	41	1071	23	6	3	3512	1133	595	24	430	..	53	1203	..	..	21	1279 3 8
	KIRKCUDBRIGHT																								
	ANWORTH. (129).																								
2661	*Fleetside*	P.	2	175	91	14	24	31	12	81	2	1	1	384	103	47	..	52	28	..	155	..	..	..	107 14 3
666	Skyreburn	P.	3	94	39	4	11	18	..	33	1	..	..	150	54	20	..	5	..	..	71	..	..	..	51 16 0
	BALMACLELLAN. (75)																								
3627	Endowed Free	P.	6	144	49	7	17	17	2	43	1	1	..	184	54	25	..	46	40	..	19	..	..	..	61 0 9
300	Ironmacannie	P.	6	60	18	2	4	10	..	16	1	..	..	85	35	11	..	3	..	..	36	..	..	..	33 7 6
299	Monybuie	P.	6	30	9	1	4	3	..	8	1	..	..	74	24	5	..	1	..	..	45	..	..	..	23 15 3
	BALMAGHIE. (158)																								
320	Glenlochar	P.	3	74	62	15	17	21	..	53	1	1	..	202	56	20	..	48	..	..	78	..	..	..	56 14 3
87	Laurieston	P.	3	120	63	8	21	21	4	54	1	1	1	258	73	22	..	48	..	..	114	..	..	..	74 19 6
	BARGRENNAN. (69)																								
4106	Bargrennan	P.	3	60	44	6	12	18	..	36	1	..	..	123	54	21	..	5	..	..	43	..	..	..	55 17 3
805	Knowe	P.	3	51	11	2	5	4	..	11	1	..	..	100	36	12	..	3	..	..	49	..	..	..	20 18 6
	BORGUE. (219)																								
4878	Borgue	P.	3	310	195	29	57	60	18	168	4	1	..	712	217	107	..	27	94	8	200	..	..	..	202 17 9
	BOTHWELL. (192)																								
2370	Blair	P.	3	111	48	7	18	17	..	30	1	1	..	130	38	20	..	10	..	..	21	..	..	..	24 7 9

	CARSPHAIRN. (55)																									
391	Carsphairn	P.	6	88	55	7	18	23	2	50	2	..	..	306	75	36	..	59	13	..	124	..	..	..	78	6	9
	COLVEND & SOUTHWICK. (221)																									
2721	Barnbarrock	P.	1	83	50	14	17	13	..	44	1	..	..	158	59	29	..	7	..	..	62	..	..	..	53	18	0
455	Colvend	P.	1	81	48	10	16	14	..	40	1	..	..	141	43	23	..	5	..	..	70	..	..	..	50	8	0
215	Southwick	P.	1	120	94	11	33	33	..	82	1	2	..	302	119	56	..	45	..	..	82	..	..	..	100	19	6
	CORSOCK. (81)																									
2206	Corsock	P.	5	110	65	10	13	32	..	55	2	..	..	229	84	40	..	10	..	..	95	..	..	..	70	19	6
	CROSSMICHAEL. (240)																									
1148	Clarebrand	P.	2	146	90	7	22	26	9	74	2	1	2	342	119	46	..	52	6	..	120	..	..	..	119	1	0
1149	Crossmichael	P.	2	200	79	19	22	18	10	69	2	1	1	319	85	40	..	50	4	..	139	..	..	..	90	0	0
	DALRY. (176)																									
218	Corseglass	P.	6	36	14	3	3	5	..	11	1	..	..	36	25	5	..	2	..	..	50	..	..	..	26	17	3
4373	Dalry	P.	6	136	117	17	35	33	13	103	2	1	..	311	147	43	..	17	30	..	75	..	..	..	132	16	0
233	*Stroanfreggan*	P.	6	39	8	..	8	4	..	7	1	..	..	87	23	3	..	1	..	..	60	..	..	..	22	19	6
	GIRTHON. (255)																									
2101	Girthon	P.	2	188	115	16	26	47	2	91	2	1	2	308	105	51	..	14	..	..	218	..	..	9	107	7	9
2809	Rusko	E.	3	139	89	22	27	29	..	78	2	..	..	231	75	41	10	10	..	94	..	..	..	..	84	9	9
	IRONGRAY. (188)																									
3348	Roughtree	P.	12	62	33	6	6	15	..	27	1	..	..	107	45	15	..	4	..	..	43	..	..	1	44	13	3
3199	Shawhead	P.	12	121	67	8	21	29	..	58	1	1	..	204	62	35	..	9	..	..	93	..	..	1	74	4	3
	KELLS. (188)																									
6002	Dee	P.	6	28	18	..	8	4	..	12	p	..	..	65	27	7	..	2	..	..	30	..	..	..	27	8	0
3802	Kells	P.	6	190	106	21	39	35	4	99	3	..	1	323	114	61	..	15	18	..	115	..	..	..	117	5	3
1253	*Mosedale*	P.	6	73	25	4	7	12	..	23	1	..	..	114	37	13	..	3	..	..	61	..	..	..	39	4	0
4780	Polharrow	P.	6	40	19	3	7	8	..	18	1	..	..	78	33	10	..	3	..	..	32	..	..	..	34	14	6
	KELTON. (714)																									
3760	Castle Douglas	P.	6	535	490	88	145	198	..	431	10	..	..	993	518	277	..	68	8	..	121	..	..	..	485	5	3
3760 H.G.	Castle Douglas, H.G.	H.G. / P.	6	117	88	..	..	..	81	81	4	..	.	660	226	33	..	8	..	..	232	..	160	..	327	12	3
4054	Gelston	P.	1	103	65	9	17	37	..	63	2	..	..	210	71	36	..	49	2	..	51	..	..	..	80	6	3
105	Rhonehouse	P.	1	164	123	31	29	47	9	116	2	1	..	327	121	69	..	17	3	..	117	..	..	..	125	11	6
4022	Castle Douglas	R.C.	9	120	60	9	16	28	..	53	1	1	..	169	60	33	8	8	..	59	..	..	..	..	58	11	0
	KIRKBEAN. (131)																									
4539	Kirkbean	P.	4	186	108	20	33	41	..	94	1	1	1	270	109	59	..	15	29	..	59	.	..	..	104	13	3
4353	Preston	P.	4	62	38	7	11	13	..	31	1	..	..	127	53	24	..	6	..	..	44	..	..	..	43	11	3
	KIRKCUDBRIGHT. (666)																									
4917	Academy (Lower Department)	P.	5	58	44	11	18	9	..	38	1	..	..	97	42	23	..	6	..	..	26	..	..	..	41	2	3
3508	Johnston	P.	2	371	257	40	71	93	25	229	6	..	..	662	304	148	..	36	..	..	175	..	..	..	287	5	3
4326	Townhead	P.	2	120	58	17	16	20	..	53	1	1	..	212	66	28	..	33	..	..	86	..	..	..	66	13	0
2565	Whinnie Liggate	P.	2	127	59	11	22	28	..	56	1	1	..	189	70	27	..	8	..	..	84	..	..	..	72	15	5
2506	Old Church	C.S.	2	157	160	41	48	61	..	150	2	1	2	364	167	90	23	23	..	60	..	2	..	..	166	10	6
1106	Roman Catholic	R.C.	2	126	99	25	28	35	..	88	1	1	1	209	98	54	13	13	13	13	..	..	..	..	96	13	3
	KIRKGUNZEON. (112)																									
4456	Kirkgunzeon	P.	1	107	71	10	21	31	..	62	1	1	..	239	76	34	..	9	..	..	118	..	..	1	78	7	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																								
	KIRKMABRECK. (370)																								
4538	Kirkdale	P.	3	102	88	18	28	34	..	75	1	..	..	171	76	40	..	10	..	..	45	..	..	..	73 8 6
2494	Kirkmabreck	P.	3	323	258	52	77	96	9	234	4	1	1	580	..	137	..	..	..	..	433	..	..	10	261 9 9
4857	Creetown, St. Joseph's	R.C.	3	47	34	10	10	10	..	30	1	..	..	87	27	15	4	4	..	38	..	..	..	..	31 12 6
	KIRKPATRICK-DURHAM. (158)																								
4532	*Crocketford*	P.	1	96	53	12	14	22	..	48	2	..	..	179	57	25	..	57	..	..	40	..	..	..	61 19 6
3945	Kirkpatrick-Durham	P.	2	172	99	20	27	39	..	86	2	..	..	279	92	45	..	12	..	..	127	3	..	..	95 9
	LOCHRUTTON. (103)																								
496	Lochrutton	P.	1	132	78	18	24	27	..	69	1	1	..	258	88	43	..	11	..	..	115	..	..	1	84 14 0
	MINNIGAFF. (196)																								
73	Cree Bridge	P.	3	116	131	26	47	44	..	117	2	1	..	359	124	69	..	17	..	..	148	..	..	..	126 3 6
1228	Stronord	P.	3	100	71	9	24	34	..	67	1	..	1	165	77	40	..	10	..	..	88	..	..	..	74 17 6
	NEW ABBEY. (197)																								
3821	Lochend	P.	4	95	41	5	12	17	..	34	1	..	..	144	47	20	..	5	..	..	72	..	..	..	47 11 9
2988	New Abbey	P.	4	182	161	26	49	59	..	134	2	..	..	307	153	83	..	21	8	..	42	..	..	..	146 2 9
	PARTON. (69)																								
754	Parton	P.	6	118	51	8	19	16	..	43	1	1	1	270	70	30	..	43	..	..	122	..	..	..	62 10 0
	TERRICK. (253)																								
4857	Auchencairn	P.	3	282	120	20	41	52	..	113	3	..	1	334	126	72	..	18	..	..	158	..	..	..	127 17 0
4288	Dundrennan	P.	3	255	114	22	34	41	6	103	2	1	..	336	108	49	..	12	..	..	167	..	..	..	131 1 3
	TERREGLES. (58)																								
3382	Terregles	P.	12	60	42	11	13	14	..	38	1	..	..	109	40	23	..	6	..	..	99	..	..	1	41 9 0
	TONGLAND. (144)																								
2906	Tongland	P.	2	141	107	20	28	47	..	90	2	1	..	312	98	50	..	13	..	..	156	..	..	..	98 10 9
	TROQUEER. (1220)																								
[illegible]	Drumsleet	P.	3	[illegible]	[illegible]	11	14	17	..	42	1	..	..	[illegible]	28	14	..	3	..	..	[illegible]	..	..	..	[illegible]

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2546	Maxwelltown, Glasgow Street	P.	5	571	498	117	143	192	..	452	9	1	4	1164	512	266	..	67	..	..	317	..	..	2	58 16 0
2817	Whinnyhill	P.	1	87	48	7	17	20	..	44	1	..	..	135	68	27	..	7	..	..	39	..	..	..	
	TWYNHOLM. (151)																							
97	Twynholm	P.	3	154	129	26	40	39	..	105	2	1	..	328	114	84	..	16	..	..	133	..	..	..	112 14 8
	URR § 67. (975)																							
2867	Dalbeattie	P.	6	852	646	132	202	233	21	588	11	..	9	1425	692	447	..	84	..	..	29	17	..	155	746 9 7
2867 H.G.	Dalbeattie, H.G.	HGP	6	79	54	..	..	..	49	49	1	..	..	458	202	38	..	7	..	..	51	..	160	..	215 11 9
2641	Hardgate	P.	1	130	123	23	35	57	..	115	2	1	..	382	126	69	..	17	..	..	170	..	..	..	127 14 9
361	Milton	P.	1	72	23	5	5	12	..	22	1	..	..	114	42	12	..	4	..	..	57	..	..	..	39 2 6
599	Springholm	P.	3	70	50	12	16	17	..	45	1	1	..	182	53	29	..	47	..	..	52	..	..	..	49 0 6
497	Dalbeattie	R.C.	2	150	101	12	23	57	..	92	1	1	..	276	107	59	15	15	..	64	..	16	..	..	101 9 9
	TOTAL			10721	7157	1322	2100	2656	280	6358	141	33	33	20997	7770	3887	74	1480	298	341	6601	89	320	188	8132 4 8
	LANARK																							
	AIRDRIE (Burgh) § 67. (4315)																							
2392	Academy	P.	6	688	821	131	220	326	36	713	14	2	3	2078	847	427	..	107	13	14	408	188	..	75	912 3 0
2392 H.G.	Academy, H.G.	H.G. P.	6	355	218	..	..	..	181	181	5	2	..	1921	721	110	..	28	13	..	233	235	476	105	697 12 7
85	Albert	P.	12	672	663	116	226	228	..	570	7	5	6	1470	655	349	..	88	6	5	237	115	..	16	630 18 11
426	Chapelside	P.	12	522	560	121	191	183	..	495	9	2	3	1321	585	302	..	77	7	5	223	109	..	14	568 0 6
6418	Rochsolloch	P.	12	550	512	100	182	165	..	447	8	..	5	1197	442	253	..	60	7	..	317	119	..	..	508 10 7
207	Victoria	P.	12	967	899	147	295	335	..	777	12	3	3	2066	898	488	..	119	9	9	328	198	..	24	868 5 10
6444	Coatdyke	R.C.	11	560	497	120	141	175	..	436	5	4	2	1106	442	265	61	61	..	255	..	21	..	..	474 18 3
2137	St. Margaret's	R.C.	10	672	617	111	192	207	..	510	6	4	2	1096	564	336	78	78	..	40	..	15	..	..	552 2 3
	AVONDALE. (999)																							
857	Barnock	P.	1	63	17	2	8	5	..	15	1	..	..	96	30	8	..	2	..	..	54	2	..	..	31 6 9
795	Drumclog	P.	1	59	16	..	5	8	2	15	1	..	..	111	32	9	..	2	..	..	66	2	..	..	35 4 0
4292	Gilmourton	P.	1	83	72	8	29	27	5	69	1	1	..	271	86	42	..	10	..	..	123	9	..	..	85 15 9
3390	Strathaven Academy	P.	6	854	591	105	184	230	..	519	8	4	8	1402	294	306	..	77	..	..	652	54	..	20	592 1 0
3390 H.G.	Strathaven Academy H.G.	H.G. P.	6	200	98	..	..	3	80	83	3	1	..	686	251	43	..	11	..	..	215	20	147	..	341 3 4
4204	Strathaven	R.C.	1	74	67	12	22	27	..	61	1	..	..	205	74	39	12	11	..	64	..	5	..	..	66 10 3
	BIGGAR § 67. (352)																							
4401	High	P.	6	408	308	51	108	122	..	281	7	2	3	775	365	168	..	42	..	..	195	..	..	5	331 3 7
4401 H.G.	High, H.G.	H.G. P	6	104	60	..	..	..	52	52	1	..	..	574	235	31	..	8	76	..	87	.	137	..	230 16 4
	BLANTYRE § 67. (2251)																							
6271	Auchinraith	P.	10	770	544	110	187	178	7	482	8	4	1	1317	521	297	..	71	..	..	399	29	..	..	537 12 4
2991	High Blantyre	P.	10	592	581	82	202	230	26	540	9	4	..	1631	641	321	..	82	..	..	553	33	..	..	637 1 2
2551	Low Blantyre	P.	10	868	856	121	295	321	31	768	15	2	1	2109	897	469	..	114	..	..	570	56	..	2	905 7 9
1589	St. Joseph's	R.C.	10	852	927	143	276	273	15	707	5	7	5	1626	898	501	116	116	..	..	..	55	..	..	720 0 9
	BOTHWELL § 67. (9949)																							
3512	Bellshill	P.	11	666	686	118	253	227	..	598	12	1	8	1575	674	351	..	90	..	..	428	..	32	..	689 0 11
6114	Bellshill Academy	P.	6	802	792	116	244	279	32	671	14	1	5	1983	769	401	..	99	..	..	699	..	..	14	841 11 3
6114 H.G.	Bellshill Academy, H.G.	H.G. P.	6	240	126	..	..	..	98	98	5	..	..	919	359	67	..	16	..	..	282	..	195	..	415 8 9
577	Bothwell	P	9	474	415	63	143	157	..	363	5	2	2	888	398	214	..	53	..	..	219	..	..	4	410 18 3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
						£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																								
	KIRKMABRECK. (370)																								
4533	Kirkdale	P.	3	102	88	13	28	34	..	75	1	..	..	171	76	40	..	10	..	..	45	..	..	..	73 8 6
2494	Kirkmabreck	P.	3	323	258	52	77	96	9	234	4	1	1	580	..	137	..	..	..	..	433	..	..	10	261 9 9
4857	Creetown, St. Joseph's	R.C.	3	47	34	10	10	10	..	30	1	..	..	87	27	15	4	4	..	38	..	..	..	..	31 12 6
	KIRKPATRICK-DURHAM. (158)																								
4532	*Crocketford*	P.	1	96	53	12	14	22	..	48	2	..	..	179	57	25	..	57	..	..	40	..	..	..	61 19 6
3945	Kirkpatrick-Durham	P.	2	172	99	20	27	39	..	86	2	..	..	279	92	45	..	12	..	..	127	3	..	..	96 9
	LOCHRUTTON. (103)																								
486	Lochrutton	P.	1	132	78	18	24	27	..	69	1	1	..	258	88	43	..	11	..	..	115	..	..	1	84 14 0
	MINNIGAFF. (198)																								
78	Cree Bridge	P.	3	116	131	26	47	44	..	117	2	1	..	359	124	69	..	17	..	..	148	..	..	..	126 3 6
1228	Stronord	P.	3	100	71	9	24	34	..	67	1	..	1	165	77	40	..	10	..	..	38	..	..	..	74 17 6
	NEW ABBEY. (197)																								
3821	Lochend	P.	4	95	41	5	13	17	..	34	1	..	..	144	47	20	..	5	..	..	72	..	..	..	47 11 9
2988	New Abbey	P.	4	182	161	26	49	59	..	134	2	..	..	307	153	83	..	21	5	..	42	..	..	..	146 2 9
	PARTON. (69)																								
764	Parton	P.	6	118	51	8	19	16	..	43	1	1	1	270	70	30	..	43	..	..	122	..	..	..	62 10 0
	TERRICK. (253)																								
4857	Auchencairn	P.	3	222	120	20	41	52	..	113	3	..	1	394	126	72	..	18	..	..	158	..	..	..	127 17 0
4988	Dundrennan	P.	3	235	114	22	34	41	6	103	2	1	..	326	106	49	..	12	..	..	167	..	..	..	131 1 3
	TERREGLES. (88)																								
3382	Terregles	P.	12	60	42	11	13	14	..	38	1	..	..	109	40	22	..	6	..	..	99	..	..	1	41 9 0
	TONGLAND. (144)																								
2906	Tongland	P.	2	141	107	20	22	47	..	90	2	1	..	312	98	50	..	18	..	..	156	..	..	..	98 10 9
	TROQUEER. (1230)																								
[illegible]	Dumfriesshire	P.	3	1167	48	11	14	17	..	48	1			1,111	78	17		6		..	377				[illegible]

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2546	Maxwelltown, Glasgow Street	P.	5	571	498	117	143	192	..	452	9	1	4	1164	512	266	..	67	..	..	317	..	..	2	519 15 1
2817	Whinnyhill	P.	1	87	48	7	17	20	..	44	1	..	..	135	63	27	..	7	..	..	39	..	..	..	58 16 6
	TWYNHOLM. (151)																								
97	Twynholm	P.	3	184	129	26	40	39	..	105	2	1	..	328	114	64	..	16	..	..	133	..	..	..	112 14 8
	URR § 67. (975)																								
2867	Dalbeattie	P.	6	852	646	132	202	238	21	588	11	..	9	1425	692	447	..	84	..	..	29	17	..	155	746 9 7
2867 H.G.	Dalbeattie, H.G.	HGP	6	79	54	..	..	..	49	49	1	..	..	458	202	88	..	7	..	..	51	..	160	..	215 11 9
2641	Hardgate	P.	1	130	123	23	35	57	..	115	2	1	..	382	126	69	..	17	..	..	170	..	..	..	127 14 9
361	Milton	P.	1	72	23	5	5	12	..	22	1	..	..	114	42	12	..	4	..	..	57	..	..	..	39 2 6
599	Springholm	P.	3	70	50	12	16	17	..	45	1	1	..	152	53	29	..	47	..	..	52	..	..	..	49 0 6
497	Dalbeattie	R.C.	2	150	101	12	23	57	..	92	1	1	..	276	107	59	15	15	..	64	..	16	..	..	101 9 9
	TOTAL			10721	7157	1322	2100	2656	280	6858	141	33	33	20997	7770	3887	74	1480	298	841	6601	39	320	188	8132 4 8
	LANARK																								
	AIRDRIE (Burgh) § 67. (4315)																								
2392	Academy	P.	6	688	821	181	220	326	86	713	14	2	3	2078	847	427	..	107	13	14	408	188	..	75	912 3 0
2392 H.G.	Academy, H.G.	H.G. P.	6	355	218	..	..	..	181	181	5	2	..	1921	721	110	..	28	13	..	233	235	476	105	697 12 7
85	Albert	P.	12	672	663	116	226	238	..	570	7	5	6	1470	655	349	..	88	6	5	287	115	..	16	630 18 11
426	Chapelside	P.	12	522	560	121	191	183	..	495	9	2	3	1321	585	302	..	77	7	5	223	109	..	14	568 0 6
6418	Rochsolloch	P.	12	550	512	100	182	165	..	447	8	..	5	1197	442	253	..	60	7	..	317	119	..	..	503 10 7
207	Victoria	P.	12	967	899	147	295	335	..	777	12	3	3	2066	898	488	..	119	9	9	328	198	..	24	868 5 10
6444	Coatdyke	R.C.	11	560	497	120	141	175	..	436	5	4	2	1106	442	265	61	61	..	255	..	21	..	..	474 18 3
2137	St. Margaret's	R.C.	10	672	617	111	192	207	..	510	6	4	2	1096	564	336	78	78	..	40	..	15	..	..	552 2 3
	AVONDALE. (999)																								
857	Barnock	P.	1	63	17	2	8	5	..	15	1	..	..	96	30	8	..	2	..	..	54	2	..	..	31 6 9
795	Drumclog	P.	1	59	16	..	5	8	2	15	1	..	..	111	32	9	..	2	..	..	66	2	..	..	35 4 0
4292	Gilmourton	P.	1	83	72	8	29	27	5	69	1	1	..	271	86	42	..	10	..	..	123	9	..	..	85 15 9
3390	Strathaven Academy	P.	6	854	591	105	184	230	..	519	8	4	8	1402	294	306	..	77	..	..	652	54	..	20	592 1 0
3390 H.G.	Strathaven Academy H.G.	H.G. P.	6	200	98	..	..	3	80	83	3	1	..	686	251	43	..	11	..	..	215	20	147	..	341 3 4
4204	Strathaven	R.C.	1	74	67	12	22	27	..	61	1	..	..	205	74	39	12	11	..	64	..	5	..	..	66 10 3
	BIGGAR § 67. (352)																								
4401	High	P.	6	408	308	51	108	122	..	281	7	2	3	775	365	168	..	42	..	..	195	..	..	5	331 3 7
4401 H.G.	High, H.G.	H.G. P	6	104	60	..	..	..	52	52	1	..	..	574	235	31	..	8	76	..	87	.	137	..	230 16 4
	BLANTYRE § 67. (3231)																								
6271	Auchinraith	P.	10	770	544	110	187	178	7	482	8	4	1	1317	521	297	..	71	..	..	389	29	..	..	537 12 4
2991	High Blantyre	P.	10	592	581	82	202	230	26	540	9	4	..	1631	641	321	..	82	..	..	553	33	..	..	637 1 2
2551	Low Blantyre	P.	10	968	856	121	295	321	31	768	15	2	1	2109	897	469	..	114	..	..	570	56	..	2	905 7 9
1589	St. Joseph's	R.C.	10	852	927	148	276	273	15	707	5	7	5	1626	898	501	116	116	..	..	..	55	..	..	720 0 9
	BOTHWELL § 67. (9949)																								
3512	Bellshill	P.	11	666	686	118	253	227	..	598	12	1	8	1575	674	351	..	90	..	..	428	..	32	..	689 0 11
6114	Bellshill Academy	P.	6	802	792	116	244	279	32	671	14	1	5	1983	769	401	..	99	..	..	699	..	..	14	841 11 3
6114 H.G.	Bellshill Academy, H.G.	H.G. P.	6	240	126	..	..	..	98	98	5	..	..	919	369	67	..	16	..	..	282	..	195	..	415 8 9
577	Bothwell	P	9	474	415	63	143	157	..	363	5	2	2	888	398	214	..	53	..	..	219	..	..	4	410 18 3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	BOTHWELL—*cont.*																								
2606	Carfin	P.	11	405	236	50	74	91	2	217	2	3	4	590	228	129	..	80	..	..	201	..	2	1	249 16 3
2735	Carnbroe	P.	3	211	172	42	66	51	2	161	2	2	2	445	176	92	..	23	..	..	155	..	..	..	180 7 11
3606	Chapelhall	P.	2	554	380	70	121	131	11	333	8	1	3	999	397	206	..	51	..	..	341	..	4	..	400 6 1
4911	Hamilton Palace Colliery	P.	9	512	457	110	143	146	6	406	9	..	..	1021	410	229	..	56	..	..	325	..	..	..	441 2 0
212	Holytown	P.	2	433	469	76	168	144	12	400	7	2	2	1000	455	262	..	60	..	..	223	..	..	..	463 15 8
2479	Mossend	P.	11	721	633	122	176	241	..	539	9	1	5	1480	622	324	..	82	7	..	431	..	..	15	614 3 1
6195	Muiredge	P.	3	817	508	93	153	189	..	435	9	..	5	1331	497	259	..	65	..	..	487	..	..	22	498 13 1
136	Newarthill	P.	1	552	519	96	155	174	17	442	9	1	5	1226	526	268	..	66	..	..	359	..	..	..	516 7 6
2505	New Stevenston	P.	1	584	627	111	206	184	16	517	8	5	4	1289	580	309	..	74	..	..	320	..	2	5	600 6 6
4961	Tannochside	P.	9	720	719	108	229	245	4	586	11	2	5	1484	672	347	..	89	..	..	359	..	2	5	692 9 7
728	Uddingston Grammar	P.	6	896	735	92	228	303	..	623	13	..	..	1441	736	379	..	96	..	..	229	..	..	1	708 5 9
728 H.G.	Uddingston Grammar, H.G.	H.G. P.	6	213	131	..	..	..	110	110	6	..	..	1179	385	65	..	16	..	..	498	..	214	..	456 3 4
3008	Carfin	R.C.	3	415	445	81	162	137	..	380	1	3	..	914	392	218	55	55	..	165	..	29	..	..	395 4 9
4483	Chapelhall	R.C.	2	331	361	63	123	129	..	315	2	3	4	698	282	167	..	41	..	192	..	16	..	..	349 12 3
6603 H.G.	Elmwood Convent, H.G.	R.C.	6	222	44	..	..	..	29	29	3	..	..	638	..	..	..	..	..	563	..	75	..	..	77 7 6*
3883	Mossend	R.C.	11	767	780	133	259	265	..	657	3	10	5	1443	602	366	88	88	..	293	..	52	..	..	721 6 3
189	Uddingston, St. John Baptist	R.C.	10	725	786	160	239	215	..	614	8	5	3	1488	661	401	94	94	..	164	..	54	..	..	665 4 9
	CADDER. (2184)																								
2217	Auchinairn	P.	5	297	246	44	92	79	..	215	3	2	2	686	247	131	..	33	..	..	250	..	..	25	240 4 10
1202	Auchinloch	P.	5	145	119	23	43	42	..	108	2	1	..	346	112	61	..	55	..	..	102	2	..	13	118 13 2
2983	Bishopbriggs	P.	5	431	523	80	158	182	27	447	5	4	4	1188	523	258	..	65	..	..	280	4	..	58	560 19 7
98	Cadder	P.	5	150	90	11	28	41	..	80	2	..	2	348	95	49	..	12	..	..	181	..	..	11	96 0 4
1178	Chryston	P.	5	583	470	75	137	157	22	391	6	3	3	1128	463	230	..	57	..	..	332	1	..	45	480 12 9
1866	Garrioch	P.	5	271	221	42	68	67	..	172	3	1	..	550	205	113	..	28	..	..	186	..	..	24	187 2 3
214	Lochfauld	P.	5	111	111	18	39	41	..	98	1	1	2	261	104	56	..	14	..	..	78	..	..	10	109 6 3
4642	Stepps Road	P.	5	204	137	17	45	52	6	120	2	1	..	487	142	69	..	17	..	..	248	..	..	16	144 5 1
	CALDERBRAE & 67. (1622)																								
2647	Allanton	P.	3	1161	1166	208	448	377	..	1026	4	..	..	2681	1127	1	..	..	..	..	1361	..	..	..	1066 17 8

4146	Cattersnead			P.	6	780	650	118	210	217	29	605	9	4	6	1000	600	320	..	80	..	..	180	..	..	101	645	11	9
3493	Dykehead			P.	6	733	635	128	190	199	22	548	10	1	3	1326	633	324	..	79	..	..	189	..	..		645	11	9
3960	Shotts, St. Patrick's			R.C.	2	266	322	65	103	115	5	288	3	3	..	628	275	150	..	38	..	142	..	24	..	..	318	5	9
	CAMBUSLANG.		(4443)																								
2223	Cambuslang			P.	5	1114	1056	191	335	289	74	889	20	..	3	2966	1111	537	..	134	..	..	1082	81	12	1	1121	9	5
858	Hallside			P.	5	709	723	131	235	211	32	609	12	3	3	2204	735	376	..	94	..	..	909	51	..	39	734	5	9
3771	Kirkhill			P.	5	436	458	79	142	146	22	389	8	2	2	1375	455	252	..	58	..	..	592	30	8	..	471	16	0
2422	Newton			P.	5	548	350	69	106	104	14	293	7	2	1	1316	343	179	..	45	..	..	702	28	..	19	345	0	6
4737	West Coats			P.	6	525	659	105	228	232	..	565	11	2	4	1778	614	328	..	82	..	..	626	47	..	75	649	0	7
4737 H.G	West Coats, H.G.			H.G. P.	6	100	60	..	..	..	48	48	2	..	..	527	122	22	..	5	..	..	297	4	78	..	181	0	3
4790	Newton			R.C.	5	373	368	69	120	111	..	300	3	3	2	768	328	180	45	45	..	169	..	21	..	..	325	8	3
1750	St. Bride's			R.C.	5	327	667	157	194	199	18	568	7	4	4	1575	621	343	86	86	..	419	..	20	..	..	639	13	3
	CAMBUSNETHAN.		(5626)																								
5488	Beltonfoot (now closed)			P.	10	218	147	74	50	2	..	126	1	2	..	245	..	..	..	..	..	..	245	..	..	..	218	8	2†
484	Berryhill			P.	10	566	488	60	142	165	11	378	7	1	3	997	445	231	..	57	..	..	254	3	..	7	487	15	3
3737	Cambusnethan			P.	10	437	416	79	134	139	15	367	6	2	2	1032	446	227	..	57	..	..	296	5	..	1	423	13	2
3393	Cambusnethan, Newmains			P.	5	575	658	117	206	228	35	586	9	2	2	1735	678	344	..	88	..	..	626	..	..	..	705	1	0
4038	Morningside			P.	10	468	374	67	122	128	11	328	6	2	1	826	368	121	..	130	..	..	207	..	..	..	373	9	0
3854	Overtown			P.	10	270	256	65	128	27	..	220	4	1	4	452	228	136	..	33	..	..	57	1	..	2	236	13	3
811	Waterloo			P.	10	468	339	41	72	175	..	288	4	3	2	750	389	189	..	47	..	..	119	6	..	..	326	12	3
2192	Wishaw			P.	6	1064	1016	119	303	463	15	899	16	2	7	2020	819	579	..	146	..	..	459	12	..	6	969	13	11‡
2192 H.G	Wishaw, H.G.			H.G. P.	6	272	158	..	..	..	118	118	7	..	..	1046	297	86	..	20	..	..	324	..	258	..	403	14	7‡
3861	Wishaw Academy			P.	10	924	735	117	244	239	21	621	14	..	4	1594	711	387	..	94	..	..	392	10	..	..	717	15	1
4294	Newmains			R.C.	5	335	285	82	92	87	..	261	2	2	3	601	276	156	39	39	..	73	..	18	..	..	281	2	11
2686	Wishaw			R.C.	5	509	510	120	157	162	..	439	3	7	..	1110	479	260	65	65	..	225	..	16	..	..	469	3	0
	CARLUKE § 67.		(1877)																								
2351	Braidwood			P.	3	168	145	39	52	28	..	119	1	2	..	290	122	70	..	17	..	..	70	11	..	..	124	5	0
1538	Carluke			P.	6	957	1045	187	352	356	24	919	17	1	16	2166	1059	541	..	134	..	..	355	78	..	..	1104	3	3
1538 H.G	Carluke, H.G.			H.G. P.	6	136	119	..	..	4	98	102	5	1	..	834	455	70	..	18	..	..	40	16	235	..	415	0	4
59	Kilncadzow			P.	3	84	57	14	19	16	..	49	1	1	..	180	62	35	..	49	..	..	30	5	..	..	52	17	6
3943	Law			P.	3	373	373	79	119	116	19	333	4	3	..	896	377	190	..	47	..	..	158	33	..	..	393	7	8
2346	Yieldshields			P.	3	100	62	7	22	25	..	54	1	1	..	215	63	35	..	49	..	..	59	9	..	..	59	12	9
3009	Carluke			R.C.	3	113	121	21	38	39	..	98	2	1	..	273	100	61	15	55	..	27	..	6	..	..	88	18	10
	CARMICHAEL.		(235)																								
3711	Carmichael			P.	4	84	55	4	17	25	..	46	2	..	..	214	67	28	..	7	..	..	111	..	..	..	66	19	9
	CARMUNNOCK.		(258)																								
1203	Carmunnock			P.	4	157	104	13	35	39	4	91	2	..	1	414	97	49	..	12	..	..	288	12	6	..	111	12	3
	CARNWATH.		(1281)																								
3679	Auchengray			P.	3	132	61	5	22	24	4	55	1	1	..	222	85	36	..	49	..	..	48	5	..	..	77	18	6
2718	Braehead			P.	3	193	95	13	30	32	10	85	2	..	1	267	98	46	..	11	..	..	106	6	..	..	112	15	0
3011	Carnwath			P.	3	263	179	36	61	56	11	164	3	1	1	447	186	94	..	24	..	..	130	12	..	..	193	15	6
2628	Forth			P.	3	250	211	39	61	71	8	179	4	..	2	511	187	103	..	26	..	..	182	13	..	..	204	19	9
190	Haywood			P.	3	270	121	25	40	38	..	103	2	..	1	263	98	53	..	13	..	..	90	8	..	..	114	1	6
3668	Newbigging			P.	3	67	21	8	9	2	..	19	1	..	..	89	32	18	..	8	..	..	36	4	..	..	29	5	0
2019	§Tarbrax			P.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2844	Wilsontown Infant			P.	3	259	180	33	68	54	..	155	2	1	2	409	183	100	..	25	..	..	90	10	..	..	169	8	6

* For 10 months. † Accounts for 8 months.—Grant for 18 months. ‡ For 11 months. § School re-opened—Grant to run as from 1st November, 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																							
	CARSTAIRS. (885)																							
4138	Carstairs	P.	5	191	147	28	40	53	11	132	3	..	..	447	170	81	..	20	..	..	169	..	..	7	159 12 9
2229	Carstairs Junction	P.	5	304	206	44	67	68	11	190	3	1	1	459	205	102	..	26	..	..	125	..	..	1	225 3 6
	CLARKSTON § 67. (2327)																							
2320	*Airdriehill Combination*	P.	5	290	178	17	57	68	7	149	2	1	2	417	192	68	..	23	..	..	121	27	..	..	179 16 6
1151	Caldercruix	P.	2	381	338	51	109	108	14	282	4	2	4	741	299	154	..	39	..	..	218	29	..	2	337 2 4
3706	Clarkston	P.	5	620	464	69	146	141	12	368	4	3	4	1201	412	215	..	54	..	..	481	32	4	3	423 9 9
3581	Drumbreck	P.	2	297	255	39	90	80	5	214	2	4	..	604	224	120	..	31	..	..	203	20	2	4	239 7 0
1028	Longrigg	P.	5	302	212	40	64	68	2	174	2	3	1	525	194	120	..	26	..	..	158	21	2	3	193 1 0
5270	Moffat	P.	5	156	55	22	24	..	..	46	1	..	1	131	52	28	..	..	..	..	40	2	..	1	46 14 0
1359	Longriggend, St. Patrick's	R.C.	2	358	376	84	107	118	..	309	3	3	2	670	326	194	..	48	..	81	..	22	..	..	321 13 7
6317	Whiterigg	R.C.	2	260	267	43	72	96	..	211	2	3	..	646	231	138	35	35	..	199	..	7	..	..	280 2 0
	COVINGTON & THANKERTON (58)																							
3041	Covington	P.	4	79	55	5	17	26	..	48	1	..	1	218	61	27	..	7	8	..	111	..	4	..	64 17 0
	CRAWFORD. (150)																							
3809	Crawford	P.	4	128	47	6	24	14	2	46	2	..	..	226	65	28	..	57	..	..	143	..	..	..	65 4 0
1593	Daer and Powtrail	P.	4	80	20	1	6	9	2	18	1	..	..	99	35	11	..	3	..	..	50	..	..	..	36 16 0
1112	Summit	P.	4	58	42	7	15	13	2	37	1	1	..	152	53	20	..	5	..	..	78	..	..	..	57 17 3
	CRAWFORDJOHN. (134)																							
2823	Abington	P.	4	83	54	6	12	24	5	47	1	..	1	216	57	21	..	48	..	..	81	..	..	..	59 15 0
2838	Crawfordjohn	P.	4	105	57	1	14	26	5	46	2	..	..	231	69	29	..	57	..	..	77	..	..	..	69 14 0
1836	Whitecleach	P.	4	40	14	2	2	6	..	10	1	..	..	66	27	7	..	2	..	..	27	..	..	..	26 1 6
	CULTER. (60)																							
646	Culter	P.	4	88	67	14	19	24	2	59	2	..	..	340	74	41	..	50	..	..	177	..	6	..	81 10 6
	DALSERF § 67. (1075)																							
2526	Dalserf	P.	2	218	265	45	80	94	9	228	3	1	3	631	260	131	..	28	..	..	228	5	..	..	271 4 11
6844	Netherburn	P.	2	228	244	42	87	78	18	215	3	2	2	624	224	118	..	28	..	..	221	..	..	1	238 11 1
1280	Shawsburn	P.	2	228	158	27	54	70	15	166	2	1	2	435	146	76	..	20	..	..	170	2	12	..	151 19 4
6502	Newfield Infant	P.	1	100	74	14	26	34	..	74	1	..	1	214	74	38	..	10	..	..	74	..	..	..	74 .. ..

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3078	Dalziel		P.	9	997	1030	141	350	401	..	895	16	1	7	2583	998	519	..	131	..	..	884	82	6	10	955 19 10
3932	Hamilton Street		P.	9	644	636	91	217	246	..	554	11	2	1	1524	625	325	..	82	..	..	438	82	22	..	629 11 1
6185	High		P.	6	1150	1291	219	483	399	118	1169	22	..	4	3102	1515	670	..	162	..	..	587	160	..	3	1722 9 2
6185 H.G	High, H.G.		H.G. P.	6	381	193	..	..	1	157	158	9	..	..	19 9	913	119	..	31	..	..	424	50	416	6	706 15 8
4744	Merry Street		P.	9	1090	1218	203	457	463	..	1123	19	..	5	2586	1292	673	..	169	..	..	899	28	26	..	1226 17 9
3725	Milton Street		P.	9	686	675	35	178	186	36	450	11	..	2	1361	589	283	..	69	..	..	420	20	..	1	597 8 6
1413	Muir Street		P.	9	684	656	94	276	150	..	554	11	1	4	1589	622	324	..	83	..	..	495	6	4	6	551 13 4
1810	Craigneuk		R.C.	1	828	758	149	248	261	5	658	8	6	1	1443	663	359	86	88	..	184	..	63	..	..	732 18 9
178	Motherwell		R.C.	6	974	1082	199	364	347	7	917	8	14	5	1991	793	560	136	136	..	334	..	34	..	..	1599 3 9†
178 H.G	Mothe well H.G.		H.G. R.C.	6	177	111	..	..	..	98	98	3	..	..	919	190	43	11	11	..	464	..	30	169	..	322 8 3‡
	DOLPHINTON.	(56)																							
1095	*Dolphinton*		P.	5	92	64	11	17	23	7	58	2	..	..	219	73	34	..	58	50	..	..	..	..	14	83 13 9
	DOUGLAS.	(441)																							
236	Douglas		P.	5	366	306	50	116	73	29	268	4	1	3	726	363	167	..	42	..	..	103	40	12	..	356 19 0
3728	Stablestone		P.	5	130	96	17	34	35	..	86	1	1	2	302	86	45	..	12	..	..	152	5	..	2	103 4 6
	DOUGLAS WATER § 67.	(64)																							
6414	Douglas Water		P.	5	450	333	54	112	105	18	289	5	1	1	713	323	174	..	44	..	..	170	2	..	1	343 17 0
	DUNSYRE.	(47)																							
243	Dunsyre		P.	5	80	40	5	13	13	5	36	1	1	..	180	58	21	..	5	..	..	99	2	..	..	61 10 9
	EAST KILBRIDE.	(618)																							
2723	Auldhouse		P.	3	100	67	7	19	34	..	60	1	1	..	226	77	36	..	49	..	..	54	9	..	..	77 15 3
3582	East Kilbride		P.	3	326	300	38	97	111	19	266	5	3	2	946	335	157	..	39	..	..	371	43	..	..	349 10 7
1191	Jackton		P.	3	83	50	10	16	20	..	46	1	..	..	173	52	23	..	7	..	..	78	7	..	..	49 19 0
3468	Maxwellton		P.	3	106	55	15	19	19	..	53	1	1	..	236	57	32	..	48	..	..	93	4	..	..	56 14 6
	GLASGOW (Burgh).	(114395)																							
2574	Abbotsford		P.	2	1826	1849	191	538	721	112	1502	36	..	3	5047	2042	975	..	242	..	..	1743	45	..	..	2021 15 1
4856	Adelphi Terrace		P.	10	1377	1163	139	370	439	7	955	22	..	1	3670	1177	623	..	156	..	..	1662	36	..	11	1099 16 10
2027	Alexander's		P.	5	927	620	79	212	229	..	520	13	..	1	2144	632	335	..	84	..	..	1079	14	..	..	599 11 2
5479	Alexandra Parade		P.	1	1485	1403	169	472	491	68	1200	22	..	7	3734	1555	723	..	186	..	..	1290	41	..	..	1578 10 8
2558	Anderston		P.	1	886	561	69	176	217	..	462	12	..	1	1931	597	292	..	76	12	..	981	23	..	..	546 16 4
2239	Annfield		P.	3	1500	1373	214	451	470	51	1186	23	..	2	3721	1406	730	..	184	..	..	1230	51	..	..	1467 2 4
1101	Barrowfield		P.	10	1059	922	111	303	342	..	756	16	..	3	2638	926	470	..	121	..	..	1092	29	..	..	869 19 1
4468	Bishop Street		P.	3	1380	877	117	288	349	..	754	18	..	2	2725	990	512	..	126	..	..	1067	30	..	..	897 15 10
6489	§Bridgeton		P.	12	(For Physically and Mentally Defective Children.)																					
1105	Calton		P.	11	1512	1189	111	403	492	23	1029	23	..	..	3293	1312	716	..	170	..	..	1059	36	..	..	1349 12 1
88	Camlachie		P.	10	1368	754	96	250	322	..	668	17	..	1	2710	897	405	..	106	..	..	1143	21	..	229	832 4 11
1334	Camden Street		P.	1	1570	1638	217	506	601	83	1407	31	..	2	4506	1895	953	..	219	..	..	1595	34	..	..	1882 15 4
160	Campbellfield		P.	2	876	814	110	268	327	..	705	17	..	2	2365	797	425	..	108	..	..	1023	18	..	1	809 8 9
1137	Centre Street		P.	1	1519	1328	159	423	530	..	1112	25	..	4	3627	1310	694	..	173	..	..	1413	37	..	..	1273 15 5
1102	Crookston Street		P.	1	1757	1764	191	545	648	77	1461	34	..	5	5026	1980	944	..	233	..	..	1816	54	..	..	1880 7 2
2555	Dalmarnock		P.	2	1309	1321	185	430	457	37	1140	25	..	2	3891	1415	709	..	174	..	..	1564	28	..	..	1373 0 6
1181	Dennistoun		P.	1	1489	1253	188	469	422	23	1102	24	..	..	3826	1387	684	..	173	..	..	1249	33	..	..	1309 6 2
4396	Dobbies Loan		P.	10	1175	990	202	283	353	..	838	18	..	3	3170	1067	533	..	135	..	..	1414	21	..	..	977 4 5
841	Dovehill		P.	11	1206	763	121	247	300	..	668	17	..	2	2085	800	403	..	104	29	..	1325	25	..	..	773 14 8
6010	Dunard Street		P.	10	1440	1271	219	409	442	29	1090	23	..	4	3222	1326	675	..	167	..	..	1023	32	..	..	1320 3 5
6379	Elmvale		P.	9	1440	1059	186	346	316	22	870	21	..	2	2795	965	544	..	123	..	..	1135	28	..	..	1045 18 1
4492	Finnieston		P.	1	1219	1154	151	330	431	46	1008	26	..	4	3984	1480	709	..	183	..	..	1522	30	..	..	1517 8 10

* New School—Grant to run as from 1st October, 1905. † Accounts for 11 months—grant for 23 months. ‡ For 11 months.
§ New School—Grant to run as from 1st August, 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).																
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	GLASGOW (Burgh)—*cont.*																								
4442	Freeland	P.	2	395	400	68	124	148	..	340	8	..	..	1108	418	221	..	54	..	..	402	8	..	..	395 8 2
6265	Garnetbank	P.	9	1082	675	110	261	230	..	601	14	..	2	1877	632	341	..	83	..	..	804	17	..	..	687 16 9
6436	Golfhill	P.	9	1458	1130	238	450	276	37	991	22	..	3	3042	962	628	..	126	..	..	1303	23	..	..	1184 3 6
3007	Gorbals	P.	2	1355	1179	178	336	492	19	1025	23	..	1	3617	1239	608	..	168	..	..	1388	53	..	..	1270 3 0
889	Greenside Street	P.	3	817	896	87	277	317	..	681	15	..	3	2348	830	429	..	108	..	..	954	27	..	..	811 2 2
940	Grove Street	P.	9	1058	1044	137	389	526	22	1074	24	..	7	3595	1436	742	..	188	..	..	1271	46	..	16	1352 3 7
6474	Haghill	P.	11	1450	495	142	170	116	..	428	14	..	..	2072	..	275	..	..	..	..	2390	7	..	..	617 11 9½
6453	Hayfield	P.	5	1449	776	161	312	203	..	676	16	1	..	2212	701	281	..	70	..	..	1350	10	..	..	745 11 7½
269	Henderson Street	P.	2	986	656	84	188	282	..	554	13	..	2	2103	701	356	..	90	..	..	943	15	..	..	642 14 2
2078	Hozier Street	P.	12	918	888	131	277	334	..	742	18	..	3	2857	857	478	..	112	..	..	884	21	..	5	857 16 11
6501	*Hyde Park	P.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
885	John Street, Bridgeton	P.	6	1277	1438	146	465	701	..	1312	26	..	5	4562	1710	823	..	206	..	..	1794	25	..	4	1639 7 11
885 H.G.	¶John Street, Bridgeton H.G.	H.G. P.	6	435	240	..	..	2	307	309	13	..	..	2232	1085	163	..	41	..	..	528	191	325	..	1327 1 8
4045	Key	P.	2	551	363	49	95	161	..	305	9	..	1	1509	404	199	..	51	..	..	890	12	..	12	809 17 1
4545	Kelvinhaugh	P.	12	1013	590	85	169	235	..	489	12	..	2	2067	593	295	..	75	..	..	1073	18	..	..	576 6 0
1103	Kennedy Street	P.	11	1643	1563	230	501	528	80	1339	29	..	4	4607	1644	787	..	199	..	..	2026	41	..	..	1696 2 4
705	Ken Road	P.	6	1606	1663	226	578	681	..	1485	29	..	2	5185	1847	892	..	223	..	..	2129	42	..	2	1782 16 5
705 H.G.	¶Kent Road, H.G.	H.G. P.	6	392	324	..	..	2	290	292	12	..	..	2018	1025	161	..	40	..	..	351	114	325	..	1173 14 6
4484	Keppochhill	P.	2	1246	812	104	249	269	54	676	17	..	3	2614	911	452	..	108	..	..	1110	33	..	..	894 17 9
3068	Martyrs'	P.	12	1015	991	154	318	387	..	859	15	..	4	2791	1009	518	..	129	..	..	1098	29	..	7	1000 5 1
1855	Mathieson Street	P.	12	900	903	116	311	347	32	806	17	..	5	2575	1046	494	..	124	..	..	969	42	..	..	1017 10 5
273	Milton	P.	11	1140	1080	144	331	433	..	908	19	..	3	3002	1048	582	..	134	..	..	1268	20	..	..	1068 1 0
4544	Napiershall	P.	1	1392	1408	175	476	485	55	1190	24	..	6	4216	1546	742	..	185	..	..	1709	40	..	..	1499 6 3
5850	Newlands	P.	1	1472	1354	158	467	580	31	1201	23	1	..	3705	1580	749	..	191	..	..	1157	48	..	..	1497 15 1
2512	Oakbank	P.	2	1584	1486	188	454	548	..	1190	25	..	4	4179	14 1	748	..	186	..	..	1707	48	..	..	1274 1 6
1107	Oathlands	P.	5	1800	1489	218	418	591	66	1293	29	..	3	4354	1780	882	..	216	..	..	1454	33	..	..	1640 16 9
1575	Overnewton	P.	1	975	921	107	313	294	17	731	18	..	4	2752	916	441	..	118	..	..	1260	21	..	..	951 8 5
4543	Parkhead	P.	8	1213	1035	174	340	382	..	896	19	..	4	3126	1107	605	..	143	..	..	1254	20	..	1	1025 18 5
2870	Petershill	P.	8	1201	1474	221	485	547	26	1279	28	..	5	4193	1540	745	..	185	..	..	1505	82	..	..	1660 4 0
2811	Provanside	P.	6	1250	1761	230	490	510	102	1332	29	1	1	4264	1592	676	..	165	..	..	2198	50	..	..	1802 10 4
2813																									
4441																									481 8 9

3767	Rockvilla	P.	12	926	640	100	222	236	..	553	13	1	..	1877	647	335	..	85	..	..	738	21	..	..	638	12	8
4311	Rosemount	P.	2	1203	945	164	308	334	..	806	18	..	1	2894	962	498	..	123	..	..	788	28	..	..	940	8	2
2899	Rose Street	P.	3	686	590	81	180	240	..	501	18	2	2	1954	651	337	..	85	..	..	860	21	..	..	583	13	8
1198	Rumford Street	P.	10	1220	1119	155	368	440	..	963	21	..	2	3243	1223	610	..	157	..	..	1231	21	..	..	1129	12	1
4550	St. David's	P.	2	579	586	87	194	221	..	502	10	..	2	1753	626	318	..	79	..	..	718	17	..	..	587	4	6
4547	St. George's Road	P.	4	1546	1241	164	367	504	46	1071	24	..	4	4206	1491	720	..	179	..	..	1832	26	..	8	1365	16	4
2295	St. James'	P.	10	1396	1199	164	399	435	24	1022	23	1	7	3546	1274	638	..	158	..	..	1269	12	..	..	1240	12	0
4503	St. Rollox	P.	1	807	807	128	272	320	..	720	15	..	3	2162	831	428	..	107	..	..	770	27	..	..	844	0	10
6509	§Scotland Street	P.	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3904	Shield's Road	P.	11	894	920	125	300	383	87	795	17	..	2	2467	1020	496	..	126	..	..	906	74	..	..	979	8	6
6408	Sir J. Neilson Cuthbertson	P.	9	1428	506	74	198	189	..	436	11	..	4	1658	507	279	..	68	..	..	792	13	..	..	496	16	5
4156	Springbank	P.	8	1256	1118	216	326	372	34	948	21	..	5	3277	1105	564	..	142	..	..	1489	27	..	..	1117	18	8
1099	Springburn	P.	8	1507	1557	217	516	547	65	1328	26	..	6	3914	1640	793	..	198	..	..	1237	44	..	1	1706	1	11
14	Springfield	P.	10	1628	1630	248	563	571	49	1481	30	..	8	4196	1911	966	..	239	..	..	1280	55	..	..	1744	8	9
6472	Strathclyde	P.	11	1476	779	163	238	262	..	663	17	..	..	2795	..	508	..	..	..	..	2278	9	..	..	982	1	0†
1100	Thomson Street	P.	12	1666	1297	170	421	533	..	1124	23	1	2	4025	1296	643	..	166	..	..	1892	26	..	..	1310	18	10
878	Townhead	P.	8	1299	1385	178	417	488	71	1154	24	..	3	3424	1525	694	..	174	..	..	992	38	..	..	1576	6	7
2943	Tureen Street	P.	2	1373	1241	172	411	490	55	1128	24	..	6	4111	1474	703	..	173	..	..	1725	36	..	..	1532	16	1
4731	Washington Street	P.	1	1500	1200	143	388	440	41	1012	23	..	2	3791	1358	668	..	164	..	..	1551	36	..	14	1259	15	8
2645	Wellpark	P.	1	683	503	79	169	266	..	514	12	..	2	1842	600	259	..	76	..	..	888	20	..	..	601	17	10
4802	Whitehill	P.	6	1199	728	..	29	623	..	652	16	..	..	3158	987	436	..	109	..	..	1598	20	..	8	874	4	10
4802 H.G.	¶Whitehill, H.G.	H.G. P.	6	670	501	..	..	2	454	456	20	..	..	4228	1770	268	..	67	..	..	1106	357	660	..	1831	3	4
6392	Willowbank	P.	9	980	517	54	146	191	53	444	11	..	2	1968	539	241	..	57	..	..	1104	22	..	..	648	14	9
2146	Wolseley Street	P.	12	1676	1204	178	412	427	25	1042	24	..	..	3247	1276	641	..	164	..	..	1140	26	..	..	1219	11	2
6438	Woodlands, Institute for Defective Children	P.	9	146	57	..	21	16	..	37	3	..	..	385	154	100	..	23	..	..	108	..	..	..	154	0	0
982	Woodside	P.	6	1521	1209	162	302	582	..	1046	24	..	8	5122	1525	737	..	184	..	..	2656	20	..	..	1299	19	3
982 H.G.	¶Woodside, H.G.	H.G. P.	6	484	405	..	..	1	355	356	16	..	..	2899	947	169	..	42	..	..	1027	224	490	..	1291	6	6
4479	Normal Practising. G. A.	C.S.	3	1028	687	76	185	244	47	552	14	3	3	1865	718	338	85	85	150	..	..	17	..	524	702	2	1
2406	United Normal and Model	F.C.	4	1035	592	83	182	224	36	525	13	..	4	1942	692	331	83	83	150	..	..	..	..	603	669	11	6
3884	St. Mary's	E.	4	426	462	55	146	184	..	385	6	2	1	1106	453	238	59	59	..	242	..	32	..	..	487	17	8
472	Bridgeton, Sacred Heart	R.C.	10	1543	1714	244	503	618	..	1420	20	9	12	3269	1494	826	201	201	..	547	..	..	..	..	1584	19	3
4389	Calton, St. Mary's	R.C.	2	1955	1941	240	757	650	63	1710	25	8	18	4585	2067	1055	..	262	24	1049	..	128	..	..	2065	4	0
6484	¶Garnethill Convent	R.C.	6	340	171	24	28	54	48	154	6	1	..	913	200	..	32	49	..	150	..	241	80	124	274	17	9
5622	¶Our Lady and St. Francis	R.C.	6	277	182	29	33	50	..	112	3	3	..	509	125	..	19	19	..	200	..	118	..	..	120	19	0
5622 H.G.	¶Our Lady and St. Francis, H.G.	H.G. R.C.	6	222	112	..	..	..	96	96	2	2	..	667	276	..	11	11	..	100	..	41	144	..	331	18	4
1436	Parkhead, St. Michael's	R.C.	10	845	928	214	282	333	..	829	11	2	2	1792	848	464	114	114	..	211	..	40	..	..	918	11	6
4055	St. Aloysius, Milton Street	R.C.	9	1195	823	183	284	285	..	702	7	9	9	1838	830	440	110	110	..	273	..	49	..	..	794	13	4
822	St. Alphonsus	R.C.	10	1273	1062	174	349	367	..	890	12	5	3	2156	973	556	133	133	16	328	..	51	..	..	956	14	9
2794	St. Andrew's	R.C.	4	1141	963	178	271	372	46	867	14	5	11	2511	1162	585	146	146	10	424	..	39	..	..	1076	3	7
6348	St. Anne's	R.C.	9	1030	956	164	283	328	6	781	15	4	2	2145	873	479	119	119	..	524	..	31	..	..	868	9	3
174	St. Columba's	R.C.	2	888	647	102	187	253	..	542	7	9	5	1637	654	357	..	87	..	567	..	36	..	..	621	7	7
4062	St. Francis	R.C.	3	2191	2042	298	673	677	82	1730	23	12	18	4801	2086	1079	270	270	22	982	..	145	..	23	2080	16	5
2470	St. John's	R.C.	2	1485	1319	192	479	558	..	1229	16	9	6	3272	1464	804	..	196	..	750	..	59	..	..	1364	19	0
2737	St. Joseph's	R.C.	2	1355	1433	311	482	437	..	1230	16	13	12	2747	1312	782	..	177	..	848	..	75	..	..	1378	16	3
6491	St. Luke's	R.C.	4	1206	921	129	283	349	..	761	9	7	8	2142	..	304	74	..	..	1758	..	12	..	..	626	1	4‡
6469	St. Martin's	R.C.	2	492	417	145	217	5	..	357	4	4	5	982	843	216	..	49	..	316	..	9	..	..	366	11	0
2475	St. Mungo's	R.C.	3	1828	2274	314	838	812	..	1914	27	8	12	4210	2187	1174	293	293	..	801	..	71	..	..	2203	16	0
440	¶St. Mungo's Academy	R.C.	6	351	103	8	2[illegible]	69	..	91	2	2	..	624	106	..	14	54	..	155	..	312	..	7	104	2	0
449 H.G.	¶St. Mungo's Academy, H.G.	H.G. R.C.	6	287	140	..	..	..	130	130	5	1	..	1284	341	..	13	13	40	7	..	243	250	43	509	2	1
3167	St. Patrick's	R.C.	2	2254	1469	150	469	636	..	1255	17	12	13	3728	1470	798	..	196	..	992	..	83	..	..	1422	18	6
4355	Springburn, St. Aloysius	R.C.	11	1012	920	166	290	300	27	783	8	6	4	1974	848	452	112	112	..	395	..	55	..	..	920	6	4

* New School—Grant to run as from 1st April, 1906. † For 16 months. ‡ For 9 months. § New School—Grant to run as from 1st August, 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	LANARK—*contd.*																								
	GLASGOW (Burgh)—*cont.*																								
1955	Asylum for the Blind	..	4	..	..	..	7	62	..	69	..	..	..	..	..	..	..	..	..	..	..	..	..	..	404 15 6
2003	Buchanan Institution	..	10	416	330	18	58	172	22	300	8	..	..	1291	413	188	47	47	596	..	..	..	..	..	404 9 10
4754	Deaf and Dumb Institution	..	5	..	..	2	49	116	..	167	..	..	..	..	..	..	..	..	..	..	..	..	..	..	877 3 9
	GLASSFORD. (260)																								
1118	Chapelton	P.	1	188	89	9	30	38	2	79	2	..	..	259	82	44	..	11	..	..	121	..	..	..	90 9 6
3158	Glassford	P.	1	148	138	21	44	51	5	121	3	..	2	375	151	88	..	20	..	..	121	..	..	..	146 3 6
	GOVAN. (37791)																								
4080	Abraham Hill's Trust	P.	2	820	850	123	305	320	..	748	13	1	6	2159	855	443	..	108	..	..	723	30	..	..	878 16 7
6512	*Balshagray	P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1824	¶Bellahouston Academy	P.	6	1133	655	73	219	263	..	555	14	4	..	2282	672	356	..	88	..	..	415	750	..	..	633 7 0
1824	¶Bellahouston Acad. H.G.	H.G.	6	347	265	..	..	..	241	241	9	..	..	2507	810	126	..	32	..	..	892	310	398	..	946 9 7
H.G.		P.																							
2099	Broomloan Road	P.	10	1742	1361	212	468	519	28	1227	23	1	9	4014	1474	784	..	187	..	..	1512	57	..	..	1509 11 2
4286	Copeland Road	P.	12	1380	1211	173	413	430	70	1086	20	4	11	3307	1361	620	..	156	..	..	1110	34	..	17	1456 13 2
5365	Dowanhill	P.	2	1579	1488	189	464	637	13	1303	24	..	10	4133	1534	788	..	199	..	..	1621	42	..	..	1556 7 5
6206	Elderpark	P.	6	1304	1381	237	459	498	13	1207	23	2	9	3570	1456	731	..	184	..	..	1147	52	..	..	1411 8 8
382	Fairfield	P.	6	1525	1448	209	497	565	..	1271	26	2	14	3949	1465	789	..	208	..	..	1443	49	..	..	1458 2 0
382	Fairfield, H.G.	H.G.	6	238	193	..	..	..	177	177	8	..	..	1460	360	80	..	15	..	..	641	..	363	..	616 18 4
H.G.		P.																							
2993	Govanhill	P.	12	1010	1086	150	359	421	25	955	18	1	9	2784	1198	592	..	147	..	..	829	23	..	..	1146 16 6
2425	Govanhill, Calder Street	P.	10	960	627	85	187	260	..	532	9	1	3	2209	1130	626	..	147	..	..	348	19	..	..	633 15 7
6429	Greenfield	P.	6	1312	1163	157	407	370	..	934	19	2	8	3132	1094	576	..	141	..	..	1295	25	..	..	1101 18 7
225	Harmony Row	P.	10	1012	1085	96	344	508	..	948	18	..	9	2630	1136	606	..	146	..	..	714	27	..	..	1130 14 10
615	¶Hillhead	P.	5	867	926	96	266	383	..	745	15	5	..	2220	757	407	..	102	..	..	235	1328	..	..	845 15 9
1208	Kinning Park	P.	12	1727	1471	188	501	597	13	1299	20	3	12	3754	1531	777	..	189	..	..	1288	34	..	..	1537 14 9
2365	Lambhill Street	P.	12	1514	1390	181	416	570	16	1203	21	4	7	3399	1456	758	..	186	..	..	1462	37	..	..	1402 1 2
5455	Lorne Street	P.	12	1486	1507	196	512	630	67	1394	24	5	10	4402	1741	841	..	209	..	..	1617	54	..	..	1763 4 1
5995	Partick, Anderson Street, Glass for Crippled Children	P.	6	120	71	..	26	19	..	45	2	2	..	432	141	100	..	23	..	..	102	5	..	..	181 13 0
1717	Partick, Hamilton Street	P.	6	1024	703	118	202	310	20	650	19	1	6	2547	1020	527	..	91	..	..	1028	56	..	..	899 17 5
1995	Partick, Hamilton Street	P.	6	747	547	117	195	260	..	572	14	2	4	1913	748	412	..	74	..	..	748	1	..	..	698 14 5

1098	Partick, Rosevale Street	P.	8	1089	1095	185	356	335	15	971	18	4	7	2917	1034	527	..	132	..	..	1195	28	..	..	1159 14 2
4803	Partick, Stewartville	P.	2	1433	1334	163	466	539	34	1202	22	4	10	3533	1533	782	..	192	..	..	985	40	..	..	1457 4 3
6272	Partick, Thornwood	P.	6	1432	1509	216	500	589	22	1327	22	6	12	3756	1468	783	..	191	..	..	1269	45	..	..	1582 15 6
1848	Pollokshields	P.	1	788	611	67	168	237	..	522	11	4	5	2337	607	290	..	79	..	..	1339	21	..	..	620 5 11
1022	¶Pollokshields, Albert Road	P.	6	627	580	26	194	221	..	441	10	2	..	1937	557	290	..	72	..	..	418	600	..	..	618 13 11
1023 H.G.	¶Pollokshields, Albert Road H.G.	H.G. P.	6	181	102	..	..	..	144	144	8	..	..	1816	408	62	..	16	..	..	786	190	355	..	584 2 10
99	Polmadie	P.	11	1184	801	132	269	273	15	689	15	..	8	2343	816	452	..	107	..	..	939	80	..	..	827 7 6
1758	Rutland Crescent	P.	1	978	1004	106	365	393	19	883	16	1	7	2681	1098	556	..	135	..	..	865	27	..	..	1072 18 2
5648	Strathbungo	P.	6	1273	1341	160	422	570	..	1152	20	4	9	3770	1806	690	..	169	..	..	1559	46	..	..	1364 12 2
5648 H.G.	Strathbungo H.G.	H.G. P.	6	236	156	..	..	..	142	142	8	..	..	1586	542	90	..	21	..	..	557	3	374	..	547 18 6
6478	Victoria	P.	6	1236	1101	220	386	391	..	997	19	1	9	3345	505	867	..	137	..	..	1809	27	..	..	1138 19 9
614	Whiteinch	P.	1	1447	1551	201	523	581	48	1353	27	2	10	3882	1659	816	..	205	..	..	1158	44	..	..	1647 16 6
6113	¶Dowanhill Practising	R. C.	6	216	103	10	29	53	..	92	4	..	..	440	109	..	14	14	..	97	..	87	..	119	106 8 9
6113 H.G.	¶Dowanhill Practising H.G.	H.G. R. C.	6	185	164	..	..	..	130	130	7	..	..	787	295	..	14	14	4	156	..	91	46	119	491 2 0
584	St. Anthony's	R. C.	10	1539	884	207	324	451	10	992	17	6	8	2293	1117	633	150	150	..	51	..	46	..	..	1119 10 3
6011	St. Saviour's	R. C.	9	862	807	125	290	270	..	685	8	7	3	1638	742	418	102	102	..	245	..	28	..	..	754 17 6
107	Govanhill, Holy Cross	R. C.	10	531	497	65	169	175	14	423	4	4	2	1138	465	253	60	60	4	248	..	49	..	..	505 0 3
1110	Kinning Park, Our Lady & St. Margaret's	R. C.	9	1537	1239	156	378	481	12	1027	17	7	1	2465	1199	632	153	155	..	246	..	78	..	..	1145 14 6
4521	Partick, St. Peter's	R. C.	1	1505	1391	279	427	435	48	1189	19	3	22	3341	1486	739	..	371	..	656	..	89	..	..	1460 1 0
6499	†Whiteinch, St. Paul's	R. C.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	HAMILTON (Burgh) § 67. (4011)																								
4738	¶Academy (Elemy. Dept.)	P.	5	185	162	31	74	33	..	138	4	..	..	634	142	78	..	50	..	..	148	216	..	..	151 8 6
2343	Beckford Street	P.	9	842	937	166	314	290	66	836	17	1	3	2277	973	471	..	118	..	..	716	..	..	..	1053 10 9
3938	Bent Road	P.	9	716	706	97	224	281	29	631	15	..	7	2148	760	369	..	94	..	..	925	..	..	..	810 10 0
4578	St. John's, Grammar	P.	11	739	744	119	228	218	104	669	13	3	5	2120	890	399	..	94	..	..	736	..	..	..	926 10 7
2344	Townhead	P.	11	993	770	99	247	282	28	656	14	1	5	2133	786	379	..	96	..	..	871	..	..	..	806 0 3
4197	Hamilton	R.C.	11	686	700	139	231	239	..	609	10	2	3	1336	656	309	89	89	..	106	..	26	..	..	664 14 9
	HAMILTON (Landward). (4478)																								
6449	*Auchentibber*	P.	11	119	75	35	80	2	..	67	1	1	..	202	69	44	..	10	..	..	77	2	..	..	66 2 6
2141	Beechfield	P.	10	68	35	4	12	16	..	32	2	..	..	212	41	22	..	56	..	..	93	..	..	..	35 10 0
1426	Fernlegair	P	9	464	379	67	130	122	16	335	7	2	1	1002	400	208	..	51	..	..	348	..	..	..	393 17 0
6399	Glenlee	I.	10	996	802	144	269	263	26	702	16	2	3	2450	887	446	..	111	..	..	1002	..	4	..	834 6 4
326	Greenfield	P.	10	1265	1007	163	332	325	31	871	17	2	6	2481	946	489	..	120	4	..	909	..	8	5	1022 6 8
1712	Low Waters	P.	6	978	850	176	284	297	31	788	16	..	4	2281	803	428	..	106	...	..	943	..	..	1	953 8 2
1712 H.G.	Low Waters H.G.	H.G. P.	6	130	53	..	..	1	48	49	2	1	..	600	195	39	..	10	..	..	220	..	137	..	183 16 1
3576	Quarter	P.	9	337	308	50	100	118	9	277	6	1	..	716	316	161	..	41	..	..	198	..	..	..	320 13 8
4913	Burnbank	R.C.	9	650	442	93	153	121	..	367	3	5	3	1054	344	218	53	53	..	364	..	22	..	..	399 7 3
1262	Cadzow	R.C.	11	386	347	50	98	147	..	290	3	4	1	856	347	192	49	49	..	204	..	16	..	..	321 10 9
	LANARK (Burgh) § 67. (984)																								
1861	Burgh	P.	6	318	167	24	51	63	11	149	3	2	2	544	204	91	..	24	7	..	212	6	..	..	192 13 2
3253	Grammar	P.	6	605	694	128	222	265	..	615	8	7	14	1643	763	380	..	93	18	..	278	111	..	..	746 19 7
3253 H.G.	Grammar H.G.	H.G. P.	6	229	129	..	..	1	114	115	5	1	..	978	439	60	..	15	40	..	121	..	299	..	474 5 6
3906	Lanark	R.C.	6	463	299	71	88	113	1	273	3	3	1	648	299	164	41	41	..	75	..	23	..	..	299 18 6
	LANARK (Landward) (551)																								
1019	Nemphlar	P.	4	53	49	11	16	18	..	45	1	1	..	156	45	25	..	46	..	..	39	..	..	..	48 9 6
4152	New Lanark	P.	5	193	163	33	52	64	..	149	3	1	..	387	139	77	..	19	..	..	152	..	..	..	161 12 0

* New School.—Grant to run as from 1st September, 1906.

† New School.—Grant to run as from 1st October, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	LANARK (Landward)—*contd.*																								
1834	Smyllum	R.C.	5	686	430	55	127	214	20	416	5	4	4	1202	506	255	64	64	..	297	..	16	..	..	491 18 4
4756	Smyllum, Blind and Deaf Mutes	R.C.	4	..	..	1	28	39	..	68	..	..	..	..	..	..	..	..	..	..	..	..	..	..	368 16 3
	LARKHALL § 67. (2693)																								
765	Academy	P.	6	1082	1131	111	325	485	61	982	15	7	10	2667	1190	593	..	149	..	..	726	9	..	..	1251 14 1
765 H.G	Academy, H.G.	H.G. P.	6	127	114	..	..	1	96	97	4	1	..	739	252	43	..	11	..	..	298	..	134	..	378 13 0
3829	Duke Street	P.	12	260	297	52	125	74	..	251	4	2	3	692	287	154	..	39	..	..	212	1	..	..	289 4 7
4010	Glengowan	P.	12	350	374	73	187	92	..	302	4	2	4	860	350	185	..	48	..	..	276	1	..	..	346 7 10
1337	Muir Street	P.	12	350	563	103	192	156	..	451	6	2	6	1119	451	249	..	61	..	..	357	1	..	..	521 9 11
4893	Larkhall	R.C.	12	337	329	52	112	119	..	288	2	2	1	689	290	172	40	40	..	95	..	2	..	..	294 3 7
	LEADHILLS § 67. (202)																								
2239	Leadhills	P.	4	261	176	21	51	82	5	159	3	1	1	428	194	101	..	25	..	..	12	..	..	96	187 14 0
	LESMAHAGOW. (2345)																								
2445	Auchinheath	P.	2	195	165	24	51	59	5	139	2	1	..	329	156	86	..	21	..	..	66	..	..	..	158 19 9
477	Bellfield	P.	2	372	422	60	124	150	..	334	5	2	2	978	572	209	..	50	..	..	348	..	..	..	348 3 7
2358	Bent	P.	2	148	108	21	39	31	2	98	2	..	..	260	108	58	..	15	..	..	79	..	..	..	108 8 3
1123	Blackwood	P.	2	413	302	42	90	107	5	244	5	..	3	644	278	149	..	38	..	..	178	..	..	..	290 2 3
518	Hawksland	P.	2	105	40	5	15	13	..	33	2	..	..	179	58	21	..	26	..	..	74	..	..	..	51 1 3
2601	Kirkfield Bank	P.	4	196	174	26	56	49	7	138	3	1	..	397	142	81	..	20	..	..	144	..	..	..	159 5 9
521	Lesmahagow, Senior	P.	6	316	269	..	35	202	..	237	5	..	1	615	278	139	..	35	..	..	168	..	..	1	234 12 3
521 H.G	Lesmahagow, Senior, H.G.	H.G. P.	6	116	70	..	..	..	53	53	2	..	..	436	223	33	..	8	..	..	65	..	107	..	207 14 7
2231	Lesmahagow, Junior	P.	2	317	273	32	136	16	..	254	4	..	3	526	238	142	..	39	..	..	57	..	..	..	270 6 9
3049	Wederbank	P.	2	287	212	27	72	58	6	174	3	1	2	487	133	99	..	25	..	..	180	..	..	..	197 10 10
479	Waterside	P.	2	105	52	15	15	14	..	44	1	..	1	143	61	28	..	7	..	..	87	..	..	..	61 5 0
1907	Blackwood	R.C.	2	139	95	17	29	35	..	81	1	..	..	228	81	42	13	11	..	74	..	2	..	1	89 4 6
	LIBBERTON. (89)																								
3009	Libberton	P.	2	72	39	7	9	10	..	19	1	..	..	100	33	17	..	4	2	..	34	0	..	..	49 10 0

6511	* Coltston	P.	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1304	Eastpark	P.	10	1104	1397	271	466	435	..	1172	18	..	7	3328	1282	486	..	174	..	..	1339	20	26	1	1308	0	11
6206	Gairbraid	P.	10	1174	1100	181	383	391	..	905	19	..	3	2648	966	377	..	128	..	..	1144	23	10	..	1031	16	11
6488	Garrioch	P.	3	1115	791	242	240	111	36	629	13	4	5	1457	..	247	..	..	..	..	1207	3	..	..	486	5	0†
4478	Maryhill	P.	10	892	858	154	266	308	..	728	17	1	3	2466	844	281	..	110	..	..	1196	10	24	..	820	0	7
5875	North Kelvinside	P.	6	1342	1171	207	383	373	41	954	19	..	8	3076	1231	610	..	152	..	..	1065	18	..	..	1155	5	5
5875 H.G.	North Kelvinside H.G.	H.G.	6	291	245	..	..	4	198	202	6	3	..	1328	572	100	..	24	..	..	263	1	327	41	758	19	1
		P.																									
956	Possilpark	P.	10	1118	1343	245	419	449	..	1118	21	1	8	3194	1228	482	..	164	..	..	1823	27	10	..	1261	17	11
801	Lambhill, St. Agnes'	R.C.	10	795	486	90	142	176	..	408	5	4	2	984	440	242	59	59	7	156	..	20	..	..	447	2	8
3015	Maryhill	R.C.	10	1066	946	185	311	321	..	817	8	6	7	1927	909	501	122	122	8	261	..	5	..	..	912	6	0
6413	St. Charles'	R.C.	9	620	670	152	205	214	..	571	11	1	8	1408	609	335	84	84	..	279	..	13	..	..	634	12	9
	NEW MONKLAND § 67. (2051)																										
729	Avonhead	P.	4	191	52	7	15	22	..	44	1	1	..	218	68	35	..	9	..	..	98	13	..	..	48	11	0
908	Gain	P.	4	120	76	14	26	25	..	65	1	1	..	193	68	38	..	9	..	..	67	11	..	..	70	4	9
3850	*Glenboig*	P.	4	308	284	63	91	88	..	242	3	2	1	670	257	139	..	35	..	..	204	34	2	..	261	10	6
840	Greengairs	P.	4	353	339	77	131	106	20	334	5	2	1	887	344	191	..	48	..	..	215	63	6	..	288	10	0
4065	New Monkland	P.	4	225	179	41	51	56	5	153	2	2	1	486	179	95	..	24	..	..	157	21	10	..	173	4	6
3490	Riggend	P.	4	173	146	22	48	52	3	125	1	2	1	357	151	80	..	20	..	..	85	21	..	..	144	9	0
1042	Roughrigg	P.	4	297	250	44	69	94	3	209	2	4	1	668	288	180	..	33	..	..	227	29	2	..	234	4	3
35	Glenboig, Our Lady and St. Joseph's	R.C.	4	208	197	51	61	61	..	173	1	2	..	429	208	214	29	29	..	46	..	9	..	..	141	18	1
4910	Meikle Drumgray	R.C.	4	201	183	35	42	44	..	121	1	1	..	288	140	79	20	20	..	23	..	5	..	..	127	10	0
	OLD MONKLAND. (11485)																										
4222	Baillieston	P.	12	690	617	114	196	220	4	534	9	1	4	1408	613	317	..	79	..	..	329	38	..	32	625	14	0
3818	Bargeddie	P.	12	369	304	52	95	110	4	261	7	1	1	767	324	163	..	42	..	..	375	27	..	37	300	7	10
5876	Blairhill	P.	4	728	563	111	169	185	32	497	9	1	4	1326	553	285	..	73	..	..	337	43	24	8	610	16	3
3568	Calderbank	P.	1	417	347	58	111	134	5	303	7	..	1	928	333	178	..	44	..	..	358	17	..	3	349	5	6
2438	Coatbridge	P.	6	1682	886	120	234	391	38	783	17	..	8	2613	997	484	..	121	..	..	881	128	..	3	972	12	0
2438 H.G.	Coatbridge, H.G.	H.G.	6	753	167	..	..	1	124	125	4	1	..	1079	465	69	..	17	..	..	227	..	277	24	528	19	11
		P.																									
2093	Coatbridge, Langloan	P.	2	552	570	98	186	217	..	501	9	2	3	1369	558	291	..	73	..	..	378	38	28	3	532	10	2
5305	Coatdyke	P.	1	584	465	78	134	198	..	410	9	..	3	1279	467	236	..	61	..	..	478	32	..	5	465	2	8
6450	Dundyvan	P.	4	576	526	102	177	162	..	441	9	..	5	1199	479	282	..	65	..	..	379	29	13	3	517	16	2
3513	Gartsherrie Academy	P.	5	659	669	119	201	209	61	590	10	2	6	1714	708	364	..	91	..	..	249	113	70	29	788	15	1
2619	Gartsherrie Works	P.	2	369	399	73	129	134	..	336	6	1	3	1013	365	198	..	49	..	..	333	35	..	33	357	17	10
6460	Greenhill	P.	1	687	716	150	246	235	..	631	11	1	5	1481	781	372	..	85	..	..	198	37	..	8	702	5	3
1385	Mount Vernon	P.	1	557	405	66	138	130	8	342	7	1	4	1150	388	208	..	51	..	..	443	22	..	42	402	0	0
3941	Old Monkland	P.	2	259	294	62	97	94	..	253	5	2	4	851	271	153	..	37	..	..	351	18	..	20	254	11	7
1391	West Maryston	P.	1	357	305	62	95	99	3	259	6	..	3	928	293	156	..	38	..	..	383	26	..	31	300	6	1
4626	Whifflet	P.	2	619	663	113	216	250	..	579	9	1	4	1545	671	340	..	88	..	..	392	32	..	21	667	3	5
108	Baillieston, St. Bridget's	R.C.	1	592	538	124	230	131	..	485	2	8	4	1029	525	286	73	72	..	56	..	17	..	..	527	0	3
162	Coatbridge, St. Augustine's	R.C.	5	1070	911	180	291	279	5	755	9	7	7	2186	870	481	120	120	7	518	..	33	30	..	841	12	9
2880	Coatbridge, St. Patrick's	R.C.	5	1153	804	165	253	283	24	675	8	7	6	1943	758	402	101	101	..	423	..	26	34	..	784	10	9
931	Tollcross, St. Joseph's	R.C.	1	580	438	85	148	144	..	377	5	5	2	811	392	226	51	54	..	55	..	33	..	..	411	12	0
876	Whifflet	R.C.	1	596	668	138	194	192	9	533	4	5	4	1164	556	319	74	77	..	130	..	33	..	..	598	1	8
	PETTINAIN. (50)																										
3147	Pettinain	P.	3	64	30	4	7	14	..	25	1	..	..	161	41	17	..	4	..	..	99	..	..	..	38	7	6
	RUTHERGLEN (Burgh and Landward) § 67. (4485)																										
4100	Burgh	P.	9	1000	689	105	220	244	24	593	12	1	5	2013	596	316	..	75	..	..	995	..	..	40	717	4	3
799	Eastfield	P.	9	604	390	65	128	145	..	338	6	4	1	1226	394	208	..	53	..	..	571	..	..	..	393	17	10

* New School—Grant to run as from 1st September 1906. † For 6 Months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).																
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	RUTHERGLEN—*contd.*																								
883	Farie Street	P.	9	1100	958	166	320	327	28	841	15	4	4	2320	945	491	..	123	..	..	762	..	..	..	937 9 3
3876	Macdonald	P.	9	890	914	159	293	346	32	830	14	7	3	2393	969	479	..	120	..	..	825	..	..	..	1001 9 9
2089	Stonelaw	P.	7	562	679	78	209	243	48	578	10	5	3	2094	659	320	..	80	..	..	948	..	10	66	844 13 5†
2089 H.G.	*Stonelaw, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
692	Rutherglen	R.C.	9	758	777	96	290	267	..	653	7	6	6	1463	663	359	91	91	..	355	..	..	4	..	726 14 3
	SHETTLESTON § 67. (4824)																								
2846	Eastbank	P.	6	1243	1021	158	341	399	..	898	19	1	11	2591	974	534	..	134	..	..	945	..	..	5	1050 19 0
2846 H.G.	Eastbank, H.G.	H.G. P.	6	176	58	..	..	..	42	42	3	1	..	600	102	26	..	7	..	..	329	..	75	..	169 2 6
4185	Garthamlock	P.	4	125	31	6	12	9	..	27	1	1	..	253	34	19	..	45	..	..	154	..	..	..	29 5 0
310	*Millerston Combination*	P.	4	250	162	25	61	53	..	139	3	2	..	561	162	86	..	42	..	..	268	3	..	..	155 10 3
761	Shettleston	P.	4	871	905	105	310	352	26	793	18	2	1	2185	869	438	..	110	5	..	761	..	2	2	974 19 9
2455	Tollcross	P.	4	889	776	107	240	290	31	677	14	3	3	2124	804	397	..	99	..	..	824	..	..	..	831 10 7
6467	Wellshot	P.	4	1476	1072	198	360	332	23	913	23	..	5	2542	952	486	..	109	..	..	1046	..	..	..	1099 9 11
1950	Cardowan, St. Joseph's	R.C.	6	284	262	34	104	98	..	236	3	2	..	626	260	148	35	35	..	171	..	15	..	..	288 18 6
2393	Eastmuir	R.C.	5	537	592	133	181	202	10	526	4	5	3	1094	554	298	74	74	..	65	..	29	..	..	594 11 0
	SHOTTS. (2167)																								
4241	Benhar	P.	4	560	365	70	109	115	14	308	3	5	3	1013	342	250	..	46	..	..	340	26	2	6	356 9 10
3722	Cleland and Omoa	P.	4	598	426	84	147	139	28	398	6	3	1	1159	465	304	..	56	..	..	287	40	6	1	540 19 3
2341	Greenhill	P.	11	250	193	27	59	61	9	156	4	..	1	532	201	106	..	26	..	..	179	20	..	..	185 3 3
943	Greens	P.	6	63	20	5	8	4	..	17	1	..	..	92	35	11	..	3	..	..	41	2	..	..	32 17 0
611	Harthill	P.	4	530	390	97	115	115	12	339	6	1	4	977	362	257	..	48	..	..	279	17	..	14	397 19 9
4650	Northrigg	P.	2	107	54	10	19	17	..	46	1	1	..	200	46	26	..	46	..	..	78	4	..	..	49 12 3
221	Shotts	P.	4	282	205	36	66	72	..	174	3	..	..	410	153	134	..	26	..	..	56	10	..	..	189 15 0
1590	Cleland	R.C.	2	490	418	104	120	143	..	367	3	6	1	1036	365	220	53	54	..	318	..	7	..	..	390 18 8
	SPRINGBURN § 67. (2425)																								
8	Springburn	P.	6	890	947	150	311	261	15	926	18	4	5	2490	887	508	..	124	..	..	627	..	..	319	975 2 5
11 G.	Springburn, H.G.	H.G. P.	0	113	71	..	..	1	66	67	3	1	..	142	104	34	..	0	..	..	116	..	120	..	238 1 10
2423	Wallside	P.	8	1070	1015	150	313	324	27	814	17	6	4	2510	1000	605	..	130	..	..	888	..	..	310	1003 7 6

	STONEHOUSE § 67. (739)																							
2879	Cannesthan Street	P.	1	232	250	5	95	94	22	216	4	..	3	533	268	128	..	32	..	..	76	30	..	..	286	2 0
52	Greenside, Infant	P.	1	148	149	54	14	..	..	128	1	1	2	230	119	82	..	20	..	..	9	..	..	..	117	14 3
3627	*Sandford Joint*	P.	1	100	40	7	12	14	1	34	1	..	1	133	44	20	..	5	..	..	63	..	..	..	38	19 6
4588	Townhead	P.	1	230	211	9	72	86	15	182	3	2	3	629	248	115	..	29	..	..	222	20	..	..	229	8 6
	SYMINGTON. (64)																							
2212	Symington	P.	4	102	58	7	24	19	3	53	1	1	..	223	76	31	..	8	..	..	107	..	2	..	72	18 9
	WALSTON. (65)																							
2765	Walston	P.	3	92	80	15	19	34	3	76	1	1	1	264	110	47	..	12	..	..	96	..	..	..	110	10 0
	WANDELL and LAMINGTON. (59)																							
4208	Lamington	P.	4	74	33	4	12	12	2	30	1	..	..	155	46	17	..	4	..	..	87	..	..	1	51	1 0
4908	Wandell and Lamington, Female & Infant	..	4	32	15	6	3	3	..	12	1	..	..	62	13	8	2	2	..	37	..	..	..	..	11	14 0
	WISTON and ROBERTON. (80)																							
3694	Roberton	P.	4	60	36	4	7	16	4	31	1	..	..	124	58	21	..	5	..	..	49	..	..	..	55	2 6
4340	Wiston	P.	4	69	21	4	7	5	2	18	1	..	..	148	39	13	..	3	..	..	93	..	..	..	37	1 3
	TOTAL			275628	237937	36418	75712	84459	9379	203968	3961	693	1162	661072	248722	124183	4785	31704	1350	20453	201466	15029	3697	4099	259991	13 4
	LINLITHGOW.																							
	ABERCORN. (171)																							
589	Abercorn	P.	10	216	150	18	48	54	..	120	2	1	..	519	108	81	..	15	..	..	300	13	..	3	131	18 6
556	Abercorn, Girls'	..	10	64	14	5	8	..	..	13	1	..	..	62	14	9	2	2	..	34	..	..	..	..	13	2 0
	BATHGATE (Town). (1485)																							
3881	*Bathgate*	P.	4	892	602	98	166	211	27	502	10	1	4	1563	591	299	..	75	..	..	599	..	..	..	609	5 1
4091	Bathgate	R.C.	4	331	416	123	114	122	..	359	2	5	2	624	303	195	49	49	..	27	..	11	..	..	351	2 6
3870	Bathgate Academy	..	6	980	1018	207	363	302	..	872	13	..	11	1723	1014	539	150	135	299	..	..	..	..	..	994	13 2
3870 H.G	Bathgate Academy, H.G.	..	6	254	122	..	..	2	110	112	4	..	..	1087	373	61	..	15	354	..	.	..	284	..	466	13 9
	BATHGATE (Landward). (1694)																							
3758	Armadale	P.	4	1183	1224	224	382	364	49	1019	19	5	8	2610	1197	614	..	154	..	..	641	..	4	..	1218	7 2
4692	Starlaw	P.	4	130	104	34	45	12	..	91	1	1	..	206	98	57	..	14	..	..	36	..	..	..	95	4 0
	BO'NESS and CARRIDEN § 67. (2540)																							
4696	Blackness	P.	2	62	51	10	20	14	..	44	1	..	..	122	46	16	..	5	..	..	54	..	..	..	52	7 3‡
47	Bo'ness	P.	2	640	671	118	249	217	7	591	12	2	1	1422	602	323	..	80	..	..	392	1	..	25	674	10 11
311	Bo'ness Academy	P.	6	123	93	..	..	85	..	85	2	..	1	344	137	99	..	16	..	..	92	..	..	..	106	11 1
311 H.G	Bo'ness Academy, H.G.	H.G. P.	6	199	158	..	..	2	136	138	5	1	..	1124	469	82	..	18	80	..	276	..	200	..	552	5 2
4447	Bo'ness, Infant	P.	2	221	216	109	76	..	..	185	3	..	2	368	186	109	..	28	..	..	45	..	..	..	188	14 0
1694	Borrowstoun	P.	2	228	245	52	85	70	..	207	3	3	2	649	237	127	..	32	..	..	254	..	..	..	283	13 1
1093	Carriden	P.	2	455	481	..	125	219	44	388	8	..	1	1121	509	228	..	59	..	..	294	7	3	20	529	10 4
3181	Grangepans	P.	2	290	280	181	99	..	..	280	4	1	3	529	280	139	..	34	..	..	106	..	..	21	287	2 3
989	Kinneil	P.	2	561	487	103	148	151	22	424	9	..	3	1127	451	233	..	58	..	..	359	2	..	25	503	10 10
6432	Bo'ness, St. Mary's	R.C.	2	200	175	45	59	54	..	158	1	2	1	497	159	82	22	21	..	214	..	..	..	..	171	4 6

* New School—Grant to run as from 1st August, 1906. † Grant for 14 months. ‡ Grant for 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	LINLITHGOW—*cont.*																							
	DALMENY (Burgh). (721)																							
4375	Dalmeny	P.	10	228	233	33	64	81	7	185	2	3	..	526	206	115	..	28	..	..	177	..	..	..	212 3 9
2401	South Queensferry	P.	10	399	439	67	134	151	5	357	8	1	1	1020	398	219	..	54	30	..	319	..	..	..	398 13 3
	ECCLESMACHAN. (151)																							
4605	*Craigbinning*	P.	3	52	41	14	21	..	..	35	1	..	..	92	39	23	..	6	..	..	24	..	..	..	35 3 6
2756	Ecclesmachan	P.	3	134	133	16	38	56	..	110	2	..	..	287	120	65	..	16	..	..	84	1	..	..	121 15 0
	KIRKLISTON. (889)																							
265	Kirkliston	P.	3	383	259	56	74	80	11	221	5	2	..	758	251	131	..	33	..	..	339	..	..	2	268 4 6
4733	Newbridge	P.	3	240	190	46	61	50	6	163	3	1	1	439	161	91	..	58	..	..	131	..	..	4	178 14 6
4732	Newhouses	P.	3	124	110	17	44	37	..	98	3	..	..	355	99	54	..	54	..	..	149	..	..	..	107 0 0
2654	Winchburgh	P.	4	536	378	84	113	122	17	336	7	2	..	955	395	197	..	49	..	..	309	..	..	5	403 2 8
6458	Winchburgh	R.C.	6	216	114	39	32	31	..	102	1	1	1	188	87	43	12	12	..	77	..	6	..	..	109 4 6
	LINLITHGOW § 67. (1747)																							
2589	Bridgend	P.	1	452	322	67	107	98	5	272	5	2	2	962	298	158	..	38	..	..	443	19	..	1	314 6 7
3063	Linlithgow	P.	3	1051	839	156	270	271	29	726	13	3	4	2056	807	242	..	104	..	..	802	52	..	..	859 16 5
4693	St. Joseph's	R.C.	6	207	186	28	62	61	3	154	1	3	..	374	146	101	24	24	..	55	..	13	..	..	173 6 6
	LIVINGSTONE. § 67. (640)																							
3946	Blackburn	P.	4	312	292	43	69	104	11	232	3	3	..	560	261	130	..	32	..	..	157	..	..	..	276 2 9
2746	Livingstone	P.	4	177	180	46	61	53	..	160	3	1	..	460	153	85	..	21	..	..	201	..	..	..	169 18 3
6425	Seafield	P.	4	143	109	41	48	8	..	97	1	2	..	250	103	60	..	45	..	..	41	..	..	..	98 0 0
	TORPHICHEN § 67. (751)																							
907	Blackbridge	P.	3	456	345	33	116	89	16	309	4	2	3	816	331	176	..	44	..	..	255	..	..	..	269 5 3
2671	Torphichen	P.	3	105	162	39	52	50	..	141	3	..	2	362	156	86	..	22	..	..	99	..	..	..	157 6 0
6439	Westfield	P.	3	150	127	27	42	47	..	116	1	2	2	311	123	68	..	17	..	..	108	..	..	..	127 5 3
4027	Woodend	P.	3	128	110	24	37	37	..	98	2	..	1	252	108	57	..	14	..	..	72	..	..	..	111 9 3
	UPHALL. (2365)																							
289	Broxburn	P.	2	1506	1509	320	474	494	81	1369	26	1	2	3161	1093	764	..	101	..	..	921	..	..	9	1718 2 8
2074	Uphall	P.	4	497	400	60	122	135	17	334	6	..	2	1187	378	256	..	48	..	..	460	..	..	..	400 17 10

6012	Uphall Works, Infant-	-	P.	4	128	41	29	6	..	..	35	1	..	..	114	87	30	..	6	..	..	41	..	..	..	36 19 9
229	Broxburn - - -	-	R.C.	9	435	506	88	154	163	..	405	4	3	7	885	431	223	58	58	..	73	..	33	..	..	449 6 3
	WHITBURN § 67.	(1551)																								
1378	East Benhar - - -	-	P.	6	206	184	29	33	45	..	107	2	1	..	313	129	71	..	18	..	..	88	6	..	..	115 0 3
6454	Fauldhouse - - -	-	P.	2	690	466	87	136	161	28	412	8	1	4	1104	499	236	..	63	..	..	294	12	..	..	509 15 1
860	Longridge - - -	-	P.	10	147	102	26	27	34	8	95	2	..	2	307	117	56	..	15	..	..	120	..	..	..	119 6 6
6432	Stoneyburn - - -	-	P.	4	200	155	25	52	51	..	128	3	..	2	358	164	90	..	22	..	..	77	4	..	..	144 14 3
2640	Whitburn - - -	-	P.	4	536	475	94	139	152	9	394	7	3	5	1076	445	235	..	59	..	..	282	5	..	..	454 0 0
4854	Fauldhouse, St. John's	-	R.C.	9	149	133	44	31	32	..	107	1	1	..	315	129	72	18	18	..	73	..	4	..	..	110 18 6
	TOTAL	- -			17152	15013	3015	4616	4568	643	12842	230	60	86	35486	14857	7476	835	1973	763	564	9194	189	491	115	15672 13 7
	NAIRN.																									
	ARDCLACH.	(146)																								
4234	Campbell's - - -	-	P.	4	70	30	4	6	10	6	26	1	..	..	183	44	15	..	4	67	..	59	..	..	..	51 18 6
4757	Dulsie - - -	-	P.	4	42	11	3	4	4	..	11	1	..	..	62	27	7	..	2	..	..	27	..	..	..	26 15 0
3745	Ferness - - -	-	P.	4	60	67	9	27	18	8	62	1	1	..	187	76	31	..	48	..	..	33	..	..	..	94 17 0
602	Fornighty - - -	-	..	4	66	41	8	12	17	..	37	1	..	..	79	55	26	6	6	..	..	..	..	..	..	55 5 9
	AULDEARN.	(283)																								
2966	Auldearn - - -	-	P.	4	197	177	28	46	59	20	153	3	1	2	466	207	95	..	24	..	..	140	..	..	..	212 7 9
2317	Moyness - - -	-	P.	4	77	36	10	14	8	..	32	1	1	..	163	42	18	..	45	..	..	58	..	..	..	43 11 0
	CAWDOR.	(165)																								
554	Barivan (*now closed*) -	-	P.	4	37	17	3	5	8	..	16	1	..	..	76	28	10	..	3	..	..	36	..	..	..	26 10 0
3020	Cawdor - - -	-	P.	4	186	148	16	45	54	16	131	2	1	..	363	160	81	..	20	..	..	102	..	..	..	169 15 6
1205	Clunas - - -	-	P.	4	48	16	5	4	5	..	14	p	..	..	56	24	5	..	1	..	..	25	..	..	..	29 14 9
	NAIRN (Burgh) § 67.	(729)																								
3307	Church Street - -	-	P.	3	402	434	76	128	133	41	378	5	2	5	993	514	227	..	57	..	..	196	..	..	..	519 6 4
360	Monitory - - -	-	P.	3	470	390	91	104	105	3	303	5	3	5	743	334	179	..	45	6	..	180	..	..	..	343 10 3
2001	St. Mary's - - -	-	R.C.	4	50	48	10	13	15	3	41	p	..	..	88	37	21	5	5	..	11	..	2	..	..	48 5 9
	NAIRN (Landward).	(298)																								
861	Delnies - - -	-	P.	4	138	105	17	37	29	7	90	2	..	..	227	95	55	..	14	..	..	64	..	..	..	109 1 9
1067	Geddes - - -	-	P.	4	92	80	16	25	24	..	65	1	..	..	191	65	37	..	49	..	..	39	..	..	..	69 15 6
	TOTAL	- -			1935	1600	216	470	480	104	1359	26	9	12	3863	1709	806	12	322	72	11	958	2	..	..	1790 14 10
	ORKNEY.																									
	CROSS and BURNESS § 67.	(248)																								
708	*Burness* - - -	-	P.	5	101	38	3	15	14	2	34	1	1	..	180	46	20	..	5	..	..	87	..	..	22	44 12 6
807	*Cross* - - -	-	P.	5	60	31	4	10	12	3	29	1	..	..	102	54	18	..	5	..	..	4	..	..	22	56 18 0
2086	*North Ronaldshay* -	-	P.	5	96	64	10	16	23	4	55	2	..	1	152	81	34	..	9	30	..	..	..	..	21	77 17 3
	EDAY § 67.	(108)																								
4056	North - - -	-	P.	5	90	26	2	10	7	2	21	1	..	..	104	35	10	..	2	..	..	57	..	..	..	38 14 3
4906	North Pharay Side -	-	P.	5	25	15	2	7	5	..	14	p	..	..	58	28	6	..	2	..	..	23	..	..	..	32 14 10
2717	South - - -	-	P.	5	90	50	1	19	18	4	42	1	..	2	146	71	25	..	6	30	..	14	..	..	1	70 6 0
	EVIE and RENDALL § 67.	(161)																								
739	Costa - - -	-	P.	5	65	35	5	14	11	..	30	1	..	..	95	52	19	..	5	..	..	20	..	..	..	51 12 0
3853	Evie - - -	-	P.	5	89	68	10	23	22	6	61	1	..	1	116	74	32	..	8	..	..	1	..	..	..	88 18 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	ORKNEY—*cont.*																								
	EVIE AND RENDALL—*cont.*																								
1174	Gairsay	P.	5	18	8	2	4	1	..	7	p	..	..	44	23	4	..	1	..	..	16	..	..	..	28 13 9
788	Rendall	P.	5	85	54	4	25	10	3	42	1	1	..	128	65	24	..	6	..	..	34	..	..	..	71 18 6
	FIRTH and STENNESS § 67. (245)																								
4366	Firth	P.	4	160	109	9	39	33	10	91	2	1	2	287	152	56	..	14	..	..	65	..	..	..	149 10 3
3849	Stenness	P.	4	121	91	10	34	26	4	74	2	..	..	192	108	44	..	11	..	..	29	..	..	..	113 1 9
	HARRAY and BIRSAY § 67. (322)																								
228	Birsay	P.	5	159	65	7	28	15	3	53	2	1	..	231	84	32	..	58	..	..	56	..	..	..	77 16 5
2097	*Dounby*	P.	5	122	83	9	25	31	4	69	1	2	1	215	92	40	..	10	..	..	74	..	..	..	85 15 9
3945	Harray	P.	5	132	65	1	21	25	7	54	2	..	..	194	84	36	..	59	..	..	15	..	..	..	80 12 9
3950	Hundland	P.	5	60	34	2	12	12	..	26	1	..	..	72	52	17	..	4	..	..	..	..	..	..	44 5 0
	HOLM § 67. (139)																								
4380	East	P.	4	60	27	4	12	6	..	22	1	..	..	81	21	11	..	3	1	..	44	..	..	..	28 0 6
1015	West	P.	4	147	83	5	25	19	17	66	2	..	2	225	106	36	..	59	8	..	14	..	..	..	119 19 6
	HOY and GRAEMSAY § 67. (108)																								
790	Graemsay	P.	5	51	31	6	9	11	3	29	1	..	..	90	51	16	..	4	..	..	19	..	..	..	55 19 6
1393	Hoy	P.	5	40	31	3	10	12	2	27	1	..	..	95	50	16	..	4	..	..	25	..	..	..	52 14 0
1837	Rackwick	P.	5	49	11	3	2	4	1	10	p	..	..	48	28	5	..	1	..	..	13	..	..	..	28 18 0
	KIRKWALL (Burgh) § 67. (609)																								
2409	*Kirkwall (Burgh)*	P.	6	664	558	112	201	180	..	493	9	..	6	1168	673	278	..	70	30	..	116	..	..	1	712 18 10
2409 H.G.	¶ Kirkwall (Burgh) H.G.	H.G. P.	6	422	128	..	..	..	109	109	4	1	..	975	428	67	..	17	30	..	238	5	160	..	485 19 6
	KIRKWALL (Landward) and ST. OLA. (126)																								
922	Scapa	P.	6	53	20	4	9	4	..	17	p	..	..	50	34	8	..	2	..	..	13	..	..	1	36 8 6
	LADY § 67. (118)																								
3201 725	*Lady Central Salthouse*	P.	5	140	122	6	37	43	20	108	2	1	2	277	178	68	..	56	..	..	..	..	..	..	189 0 0

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	ORPHIR § 67. (188)																										
789	Kirbister	P.	4	85	64	6	19	24	6	55	2	..	1	192	93	34	..	58	..	..	7	..	..	..	92	3	3
721	Orphir	P.	4	106	92	8	29	29	10	76	2	..	..	221	141	53	..	13	16	..	..	..	..	..	123	1	3
	ROUSAY and EGILSHAY § 67. (139)																										
302	Egilshay	P.	6	50	20	1	6	8	3	18	1	..	..	89	39	11	..	3	25	..	12	..	..	..	42	7	0
191	Frotoft	P.	6	77	10	3	2	4	..	9	p	..	..	75	25	5	..	1	..	..	44	..	..	..	26	9	6
276	Sourin	P.	6	90	37	1	13	18	..	32	1	1	..	121	49	18	..	5	..	..	49	..	..	..	52	17	6
701	Veira	P.	6	30	15	3	4	7	..	14	p	..	..	67	31	7	..	2	..	..	27	..	..	..	33	2	3
2644	Wasbister	P.	6	68	22	2	6	7	5	20	1	..	..	87	45	14	..	3	..	..	25	..	..	..	47	3	0
	ST. ANDREW'S and DEERNESS § 67. (262)																										
753	Deerness	P.	4	155	93	10	28	24	18	80	2	1	2	298	150	51	..	13	6	..	78	..	..	..	146	13	6
4259	St. Andrew's	P.	4	109	67	5	17	19	15	56	1	1	..	144	97	35	..	9	3	..	1	..	..	..	102	1	3
698	Tankerness	P.	4	83	61	10	16	19	6	51	1	..	..	151	80	31	..	8	40	..	..	..	..	..	85	14	0
	SANDWICK § 67. (179)																										
4808	North	P.	5	91	66	4	23	24	5	56	2	..	..	173	75	33	..	48	..	..	17	..	..	..	79	10	6
3353	South	P.	5	*84*	*61*	*9*	*21*	*22*	*4*	*56*	*1*	..	..	*164*	*76*	*29*	..	*47*	..	..	*12*	..	..	..	77	5	0
5481	Yesnaby	P.	5	20	13	..	4	7	..	11	p	..	..	61	32	10	..	2	..	..	17	..	..	..	29	19	9
	SHAPANSEY § 67. (115)																										
3954	Shapansey	P.	5	132	73	6	25	23	9	63	2	..	..	216	106	40	..	10	..	..	60	..	..	..	103	17	9
4073	Shapansey, North	P.	5	55	25	3	6	12	..	21	1	..	..	103	45	13	..	3	..	..	42	..	..	..	42	16	6
	SOUTH RONALDSHAY and BURRAY § 67. (529)																										
867	Burray	P.	5	178	134	15	38	46	15	114	3	..	2	331	165	69	..	17	33	..	45	..	..	..	171	16	6
713	Grimness	P.	5	91	21	1	8	9	..	17	p	..	..	68	37	12	..	3	1	..	16	..	..	..	32	8	0
1229	Hope	P.	5	185	126	17	37	39	19	112	2	2	1	423	187	64	..	36	50	..	80	3	..	3	202	0	3
281	Tomison's	P.	5	218	52	4	14	21	4	43	2	..	..	244	60	26	..	57	101	..	..	..	..	..	63	11	0
1517	Widewall	P.	5	110	83	8	22	32	6	68	1	2	..	241	109	48	..	12	2	..	69	..	..	..	107	13	3
	STROMNESS § 67. (415)																										
1161	Kirbuster	P.	5	65	41	4	10	22	..	36	1	1	..	114	57	19	..	5	..	..	32	..	..	..	62	13	6
2210	Stromness	P.	6	439	304	61	92	108	14	275	7	2	3	832	426	163	..	41	..	..	..	3	..	..	430	2	6
2210 H.G	Stromness, H.G.	H.G. P.	6	90	45	..	..	..	40	40	1	..	..	459	157	21	..	5	60	..	126	..	90	..	189	3	6
	STRONSAY § 67. (250)																										
570	Central	P.	5	180	128	9	26	53	20	108	3	..	2	357	182	63	..	16	40	..	54	..	..	2	199	0	9
1738	North, Female and Infant	P.	5	80	26	5	15	3	..	23	1	..	..	77	27	13	..	3	..	..	33	..	..	..	28	15	9
4367	South, Female	P.	5	80	51	12	25	5	..	42	p	..	..	100	45	22	..	5	..	..	26	..	..	..	52	0	3
	WALLS and FLOTTA § 67. (221)																										
1567	Brims	P.	5	45	32	1	11	17	..	29	1	1	..	120	51	16	..	44	..	..	9	..	..	..	53	14	3
3616	Flotta	P.	5	94	55	9	13	15	9	46	1	1	..	161	67	27	..	47	..	..	20	..	..	..	73	6	9
3740	North Walls	P.	5	68	33	5	10	11	1	27	1	1	..	132	54	17	..	44	..	..	16	..	..	..	51	0	3
3640	South Walls	P.	5	123	63	4	24	22	3	53	1	1	1	199	100	34	..	49	..	..	16	..	..	..	92	6	6
	WESTRAY and PAPA WESTRAY § 67. (402)																										
2749	East Side (Skelwick)	P.	6	90	68	8	22	24	5	59	1	1	..	170	92	34	..	49	..	2	..	..	..	..	93	18	6
551	Papa Westray	P.	6	80	30	5	12	17	..	34	1	..	1	113	59	28	..	6	..	..	24	..	..	1	54	7	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ORKNEY—*cont.*																								
	WESTRAY AND PAPA WESTRAY—*cont.*																								
553	Pierowall	P.	6	222	140	18	43	48	13	122	3	..	3	394	215	82	..	20	..	..	73	..	..	4	196 10 6
3783	West Side (Midbea)	P.	6	104	42	6	10	18	1	35	1	..	..	138	61	22	..	6	..	..	48	..	..	1	56 16 6
	TOTAL			7031	4089	491	1268	1312	437	3508	97	24	33	12129	5954	2092	..	1153	507	2	2074	41	250	151	6170 3 1
	PEEBLES.																								
	DRUMELZIER (31)																								
3139	Drumelzier	P.	4	58	28	8	7	10	..	25	1	..	..	108	45	16	..	4	1	..	43	..	..	..	41 12 0
	EDDLESTON. (100)																								
224	Eddleston	P.	4	124	86	12	27	34	..	73	2	..	..	306	95	46	..	12	..	..	111	3	..	40	90 4 0
	INNERLEITHEN. (715)																								
3195	Innerleithen	P.	5	675	394	73	112	137	23	345	7	2	1	1067	397	205	..	51	..	..	408	5	..	..	410 15 5
1053	Leithenhope	P.	4	32	12	2	5	4	..	11	1	..	..	92	26	6	..	2	..	..	58	..	..	..	26 18 6
3500	Walkerburn	P.	5	345	246	39	76	78	11	204	3	2	..	721	222	116	..	29	..	..	354	..	..	..	238 17 6
	KILBUCHO, BROUGHTON, and GLENHOLM (111)																								
2858	Broughton, Central	P.	4	120	56	10	18	18	6	52	2	..	..	240	65	30	..	48	..	..	89	..	9	..	67 17 3
2828	Glenholm	P.	4	40	20	3	9	7	..	19	1	..	..	97	34	11	..	3	..	..	50	..	..	..	35 13 9
	KIRKURD (49)																								
9	Kirkurd	P.	6	67	56	14	15	19	..	48	1	1	..	223	50	23	..	46	..	..	74	..	..	29	5 10 0
	LYNE § 67 (24)																								
109	Lyne	P.	4	70	43	7	16	18	.	36	1	..	..	144	54	28	..	6	..	..	54	..	..	7	51 12 0
	MANOR (53)																								
4758	Manor	P.	4	50	19	8	17	18	..	43	1	..	..	149	61	25	..	9	..	..	54	..	..	..	61 17 0

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	NEWLANDS. (92)																									
2612	Lamancha	P.	6	99	56	8	11	30	..	49	1	1	..	200	72	33	..	48	..	..	46	..	..	..	66	4	0
179	Newlands	P.	6	99	42	8	10	17	..	35	2	..	..	218	51	24	..	56	..	..	88	..	..	..	50	18	0
	PEEBLES. (958)																									
2336	Peebles	P.	5	1271	821	146	226	250	51	678	14	3	6	2387	866	425	..	106	..	..	922	50	..	12	844	13	10
	SKIRLING. (40)																									
6	Skirling	P.	4	88	42	10	18	11	..	39	2	..	..	177	54	23	..	6	..	..	94	..	..	..	54	2	0
	STOBO. (74)																									
4335	Stobo	P.	4	68	45	7	17	13	..	37	1	..	..	163	53	22	..	6	..	..	83	..	..	..	52	12	0
	TRAQUAIR. (123)																									
4322	Traquair	P.	4	104	67	10	20	25	4	59	1	1	..	278	54	31	..	58	..	..	136	..	..	..	70	3	9
1960	Kirkburn	..	4	62	29	6	10	12	..	28	1	..	..	92	44	17	4	4	..	23	..	..	..	..	43	12	0
4210	The Glen	..	4	38	21	2	9	9	..	20	1	..	..	86	34	11	3	3	..	36	..	..	..	..	35	14	0
	TWEEDSMUIR. (64)																									
121	Tweedsmuir	P.	6	80	41	3	14	17	..	34	1	..	..	206	33	38	..	59	..	..	27	..	..	1	59	3	0
	WEST LINTON. 181)																									
2348	West Linton	P.	6	112	106	19	27	36	13	95	3	..	..	481	125	57	..	54	10	..	196	..	25	12	128	5	0
2791	West Linton	E.	6	68	44	10	12	18	..	40	1	1	..	150	35	20	5	45	..	45	..	..	..	..	43	5	6
	TOTAL			9667	2804	405	676	776	108	1965	48	11	7	7587	2517	1202	12	650	11	104	2899	57	34	101	2532	10	6
	PERTH.																									
	ABERDALGIE (52)																									
2709	Aberdalgie	P.	4	101	30	7	8	13	..	28	1	..	..	97	43	16	..	4	..	..	29	..	5	..	45	6	9
	ABERFOYLE. (199)																									
348	Aberfoyle	P.	6	120	127	19	42	46	..	107	2	1	..	333	124	68	..	17	..	..	123	..	..	1	116	17	6
20	Kinlochard	P.	6	65	42	10	11	17	..	38	1	..	1	104	54	21	..	5	..	..	24	..	..	..	56	0	3
6123	Slate Quarries	P.	6	54	58	22	15	14	..	51	1	..	..	97	66	29	..	7	..	..	..	..	..	..	56	3	4
	ABERNETHY. (234)																									
4379	Abernethy	P.	2	353	171	35	53	60	5	153	3	1	2	541	172	84	..	21	..	..	263	..	..	..	173	17	10
	ABERNYTE. (53)																									
2559	Abernyte	P.	5	92	30	18	31	23	7	79	2	1	..	252	98	45	..	51	..	..	63	..	..	..	94	6	9
	ALYTH. (571)																									
2242	Alyth	P.	3	618	483	94	137	168	26	425	10	..	4	1259	515	256	..	64	..	...	400	..	20	4	518	1	6
4281	Gauldswell	P.	4	48	23	5	9	8	..	22	1	..	..	80	40	14	..	3	..	..	23	..	..	..	38	13	9
2951	Alyth	E.	11	101	72	17	19	24	..	60	2	..	1	210	67	36	9	59	30	10	..	..	..	..	66	14	6
	AMULREE. (67)																									
2279	Amulree	P.	6	71	27	4	9	9	1	23	1	..	..	107	55	16	..	5	..	..	32	..	..	..	4	3	9
3913	Shian	P.	6	42	9	1	7	..	1	9	p	..	..	71	25	5	..	1	..	..	39	..	..	..	24	0	0
	ARDOCH. (161)																									
4400	Braco	P.	7	164	88	18	21	35	..	74	2	1	..	327	83	43	..	47	..	..	98	..	10	45	80	6	9
3442	Greenloaning	P.	7	75	37	4	10	19	..	33	1	..	..	164	36	20	..	5	..	..	103	..	..	..	34	10	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).																
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*cont.*																								
	ARNGASK. (111)																								
4061	Arngask	P.	4	164	119	26	31	42	4	103	2	1	..	294	99	51	..	53	2	..	86	..	..	4	119 2 10
	AUCHTERARDER. (549)																								
2391	Aberuthven	P.	4	100	80	15	23	27	3	68	2	..	1	244	81	41	..	10	..	..	110	..	..	..	80 5 9
4016	Auchterarder	P.	11	580	435	59	117	159	14	349	8	1	1	1208	440	217	..	54	..	..	482	..	..	10	422 15 4
	AUCHTERGAVEN. (362)																								
3851	Auchtergaven	P	5	312	191	38	71	61	6	176	4	..	..	466	214	110	..	27	..	..	115	..	..	..	202 4 3
3497	*Stanley Combination*	P.	2	250	218	37	58	80	4	179	3	1	..	498	188	102	..	26	..	..	178	..	..	..	200 13 0
	BALQUHIDDER. (119)																								
4188	Balquhidder	P.	3	65	37	4	8	16	6	34	1	1	..	231	68	22	..	46	11	..	85	.	..	..	61 4 0
2408	*Lochearnhead*	P.	3	78	69	8	21	27	4	60	1	1	..	234	99	41	..	10	..	..	84	..	..	..	86 16 9
4067	Strathyre	P.	3	50	14	1	4	7	..	12	1	..	..	74	28	7	..	2	..	..	37	..	..	..	23 10 3
	BENDOCHY. (82)																								
584	Bendochy	P.	4	75	45	5	13	21	3	42	1	..	..	148	59	24	..	6	..	..	50	..	..	..	65 18 3
	BLACKFORD. (271)																								
74	Blackford	P.	7	230	141	19	48	43	..	110	2	2	..	362	125	47	..	17	..	..	173	..	..	..	119 15 3
4185	Gleneagles	P.	4	60	26	7	11	6	..	24	1	..	..	128	41	14	..	4	..	..	69	..	..	..	40 5 0
2069	Tullibardine	P.	4	104	80	14	25	29	..	68	1	1	..	221	66	37	.	49	..	..	69	..	..	..	73 18 3
	BLAIR ATHOLL. (440)																								
2290	Blair Atholl	P.	2	205	142	27	31	57	7	122	2	1	..	334	154	73	..	20	..	..	136	..	.	1	178 8 3
4280	Glenerochty	P.	6	32	21	4	8	9	..	21	1	..	..	86	34	11	..	3	..	..	38	..	..	..	37 5 9
4258	Glengarry	P.	6	20	22	4	9	6	..	19	1	..	..	90	39	15	..	3	..	..	33	..	..	..	35 6 0
4271	Pittagowan	P.	6	43	37	6	11	12	..	29	1	..	..	91	46	18	..	5	..	..	22	..	..	..	44 12 0
4274	Strathtummel	P.	6	48	21	2	5	7	3	17	1	..	..	93	34	9	..	2	..	..	47	..	..	..	30 0 9
	BLAIRGOWRIE. (696)																								
2778	Blairgowrie	P.	6	726	631	111	196	230	..	537	8	9	9	1244	595	312	..	78	.	..	260	..	..	..	624 7 6

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2990	St. Stephen's	R.C.	11	176	92	19	21	39	..	79	1	1	..	250	80	42	..	32	..	..	..	..	..	..	263 19 0
	BLAIRINGONE (*See* Kinross).																								
	CALLANDER. (317)																								
2463	Callander	P.	5	326	247	44	82	96	..	222	5	..	1	792	244	125	..	34	..	..	387	..	..	2	263 19 0
5059	¶McLaren, High (Elem.)	P.	5	35	43	4	11	29	..	44	2	..	..	170	35	19	..	55	..	..	..	66	..	..	50 7 3
	CAPUTH. (166)																								
96	Spittalfield	P.	2	151	63	11	17	23	4	55	2	..	..	274	69	37	..	9	..	..	159	..	..	..	65 9 9
482	Wester Caputh	P.	2	79	46	8	15	15	..	38	1	..	..	105	44	25	..	6	..	..	80	..	..	..	41 2 9
3985	Meikleour	P.	4	105	21	3	8	8	..	19	1	..	..	117	48	20	..	5	..	..	34	..	10	..	80 16 0
	CARGILL. (262)																								
2286	Burreltown	P.	4	180	146	25	42	52	9	128	3	..	..	350	152	78	..	20	..	..	100	..	..	..	151 18 0
3541	Newbigging	P.	4	125	86	10	30	31	5	76	1	1	..	311	101	45	..	11	..	..	154	..	..	..	101 6 3
	CLUNIE. (120)																								
3026	Clunie	P.	4	141	90	9	28	33	8	78	2	..	1	273	102	47	..	12	..	..	113	..	..	..	100 14 3
	COLLACE. (103)																								
2033	Collace	P.	4	172	108	15	34	39	5	93	1	1	..	271	116	61	.	15	1	..	77	..	..	1	108 17 3
	COMRIE. (311)																								
4466	Comrie	P.	1	263	228	50	71	67	7	195	4	..	..	573	215	117	..	28	16	..	198	..	..	..	223 18 6
282	Glenartney	P.	3	23	13	2	5	4	..	11	1	..	..	72	29	5	..	2	.	..	36	..	..	..	26 18 6
929	Glenlednock	P.	3	30	14	2	2	8	..	12	1	..	..	64	30	5	..	2	..	..	28	..	..	..	28 9 0
319	St. Fillan's	P.	3	64	43	5	14	16	3	38	1	..	1	164	74	19	..	7	..	..	65	..	..	..	68 11 0
	COUPAR ANGUS. (458)																								
327	Coupar Angus	P.	2	652	474	87	142	141	42	412	10	..	2	1246	531	248	..	62	..	..	371	..	34	1	532 12 3
	CRIEFF. (1030)																								
144	Crieff	P.	5	576	462	97	154	184	31	416	7	2	3	1216	461	230	..	57	..	..	467	..	..	..	505 10 10
4441	Innerpeffray	P.	3	56	14	3	4	5	..	12	1	..	..	60	23	8	..	2	10	..	18	..	..	..	27 4 0
4119	Monzie	P.	5	132	66	9	21	19	9	58	1	1	..	225	85	35	..	49	..	..	56	..	..	..	86 4 3
2264	Taylor's Institution	P.	5	303	178	41	52	59	..	152	4	1	1	616	160	89	..	52	..	..	315	..	..	..	164 17 3
4652	St. Columba's	E.	5	126	78	16	32	16	1	65	2	..	1	207	68	38	10	10	..	51	..	2	..	4	71 12 0
4787	St. Dominic's	R.C.	5	129	79	15	29	22	..	66	1	1	..	191	62	35	9	9	..	87	..	3	..	..	70 16 0
	DRON. (40)																								
475	Dron	P.	3	62	59	13	19	17	2	51	1	1	..	169	47	26	..	46	..	..	50	..	..	..	57 6 3
	DULL. (396)																								
3293	Aberfeldy	P.	6	466	360	63	104	109	46	322	6	2	7	982	424	194	..	48	..	..	253	..	63	..	649 1 11†
3293 H.G	* Aberfeldy, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	—
2493	Dull	P.	2	95	49	8	16	18	3	45	1	1	..	237	67	31	..	47	..	..	91	..	..	..	64 2 6
270	Foss	P.	6	44	20	6	8	4	..	18	1	..	..	95	31	10	..	2	32	..	20	..	..	..	33 15 0
4639	Styx	P.	3	28	21	5	7	5	3	20	1	..	..	91	35	10	..	3	..	..	43	..	..	..	41 0 9
	DUNBARNEY. (170)																								
3426	Dunbarney	P.	1	186	150	26	43	47	11	127	2	1	2	368	164	76	..	20	..	..	107	..	..	1	164 16 9

* New School. Grant to run as from 1st August, 1906. † Grant for 17 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

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						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.				£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH.—*cont.*																								
	DUNBLANE and LECROPT. (633)																								
2120	Dunblane	P.	6	521	357	66	113	138	10	327	7	..	2	1078	363	256	..	48	6	..	396	..	..	3	379 2 8
3223	Kinbuck	P.	6	128	83	14	29	33	..	76	2	..	1	265	88	64	..	12	..	..	100	..	..	..	83 6 6
581	Lecropt	P.	2	136	83	9	23	37	..	69	2	..	..	276	89	48	..	12	..	..	123	..	..	5	76 15 3
2107	Dunblane, St. Mary's	E.	10	91	95	13	34	34	6	87	3	..	1	274	98	53	13	13	..	77	..	11	..	10	106 19 6
	DUNKELD and DOWALLY. (201)																								
3518	Butterstone	P.	2	100	84	2	12	18	..	32	1	..	..	86	52	22	..	5	..	..	7	..	..	..	51 1 6
4163	Dowally	P.	2	107	38	8	17	9	..	34	1	..	..	86	46	19	..	5	..	..	16	..	..	..	46 11 9
3107	Dunkeld, Royal	P.	4	246	144	23	30	54	22	129	4	..	..	450	153	74	..	48	150	..	26	..	..	..	173 17 6
	DUNNING. (200)																								
2488	Dunning	P.	12	216	195	34	62	78	3	177	3	1	1	515	210	105	..	27	..	..	173	..	..	..	210 14 0
	ERROL (394)																								
4881	Errol	P.	5	200	148	29	46	52	6	133	3	..	1	434	159	80	..	20	..	..	160	13	..	1	156 0 6
3304	Glendoick	P.	5	130	74	15	28	22	..	65	1	1	..	208	72	38	..	9	..	..	83	..	..	..	70 7 0
2377	Errol, Female Industrial	..	5	183	122	40	27	42	5	114	2	..	1	276	117	62	15	15	..	16	..	..	..	16	130 19 0
	FINDO GASK. (61)																								
4047	Findo Gask	P.	4	99	60	10	21	21	..	52	1	1	..	260	58	27	..	47	..	..	123	..	5	..	67 16 3
	FORGANDENNY. (99)																								
4263	Forgandenny	P.	1	135	96	13	20	20	4	57	2	..	..	277	58	26	..	58	..	..	128	..	8	..	66 19 0
	FORTEVIOT. (113)																								
576	Forteviot	P.	1	83	71	14	22	22	3	61	2	1	..	238	81	37	..	9	..	..	106	..	..	..	79 17 6
23	Path of Condie	P.	5	64	43	8	14	11	..	33	1	..	..	114	42	16	..	4	..	..	52	..	..	..	51 7 9
	FORTINGALL. (85)																								
870	Fortingall	P.	6	100	65	7	26	18	6	56	1	..	..	214	83	40	..	10	..	..	100	..	..	..	84 8 0
	KENMORE. (1,253)																								

3618	Buchanty Glenalmond Subscription	..	4	67	42	7	13	16	..	36	1	..	..	76	47	19	9	9	..	55	..	..	..	..			
	GARTMORE. (115)																										
2804	Gartmore	P.	6	154	99	21	22	36	7	86	2	1	..	299	96	50	..	13	..	..	140	..	..	..	102	16	0
	GLENDEVON. (28)																										
963	Glendevon	P.	6	46	31	2	11	10	2	25	1	..	..	165	42	13	..	3	5	..	97	..	5	..	45	10	0
	INCHTURE. (98)																										
3428	Inchture	P.	5	185	115	16	38	38	9	101	2	1	..	294	108	56	..	14	..	..	121	..	..	..	125	3	6
	INNERWICK (Glenlyon). (40)																										
175	Meggernie	P.	6	48	29	1	10	11	4	26	1	..	..	181	67	23	..	6	..	..	84	..	..	2	51	5	0
	KENMORE. (283)																										
2615	Acharn	P.	3	117	76	11	25	18	13	67	1	2	..	222	91	44	..	11	..	..	75	..	..	..	83	11	9
441	Ardeonaig	P.	3	51	22	1	8	6	4	19	1	..	..	92	40	13	..	3	..	..	37	..	..	..	40	10	0
4155	Ardtalnaig	P.	3	84	13	1	6	4	1	12	1	..	..	77	28	7	..	2	..	..	40	..	..	..	28	16	0
421	Fearnan	P.	3	65	20	2	5	10	..	17	1	..	..	74	40	12	..	3	..	..	19	..	..	..	34	9	6
3222	Kiltyrie	P.	3	50	12	1	2	4	2	9	1	..	..	91	30	7	..	2	..	..	53	..	..	..	27	6	0
3259	Lawers	P.	3	82	32	3	9	12	2	26	1	..	..	94	48	16	..	4	..	..	26	..	..	..	46	12	6
	KILLIN. (246)																										
1826	Orianlarich	P.	3	94	67	11	24	21	3	59	1	1	..	211	74	33	..	53	..	..	46	..	..	..	84	4	3
433	Glendochart	P.	3	45	34	2	10	16	2	30	1	..	..	158	49	19	..	5	..	..	85	..	..	..	48	18	6
3216	Killin	P.	3	204	74	11	21	20	12	64	2	..	..	427	106	50	..	52	..	..	219	..	..	..	89	14	6
565	Strathfillan	P.	3	50	19	3	7	7	..	17	1	..	..	89	34	10	..	3	..	..	42	..	..	..	33	10	9
	KILMADOCK. (433)																										
3062	Deanston	P.	6	250	100	19	27	35	7	88	2	2	1	407	126	63	..	36	..	..	242	..	..	..	110	3	9
1182	Drumvaich	P.	6	40	16	3	5	6	..	14	1	..	..	68	41	14	..	4	..	..	9	..	..	..	30	4	0
4306	Kilmadock (Doune)	P.	6	324	203	51	64	55	9	179	3	1	2	513	209	110	..	27	..	..	166	..	..	..	207	10	3
	KILSPINDIE. (123)																										
260	Kilspindie	P.	5	112	82	13	24	33	..	70	1	1	..	215	77	44	..	11	..	..	82	..	..	..	72	16	6
	KINCARDINE. (260)																										
3408	Blair Drummond	P.	6	75	23	6	6	8	..	20	1	..	..	100	30	11	..	3	..	..	56	..	..	..	31	7	0
3676	Kincardine-in-Monteith	P.	6	141	64	10	17	31	..	58	2	..	..	248	69	37	..	9	..	..	127	..	..	..	64	15	3
4435	*Thornhill*	P.	6	157	101	14	29	42	4	89	2	1	..	340	110	59	..	55	..	..	116	..	..	..	108	13	0
	KINCLAVEN. (110)																										
4454	Kinclaven	P.	4	67	36	12	8	10	2	32	1	..	..	164	48	18	..	5	..	..	94	..	..	..	48	13	0
	KINFAUNS. (96)																										
4172	Kinfauns	P.	5	100	39	19	32	26	4	81	3	..	..	293	98	44	..	11	..	..	139	..	..	..	106	4	11
	KINLOCH-RANNOCH. (140)																										
1756	Auchtarsin	P.	6	29	15	3	3	7	..	13	1	..	..	115	32	10	..	12	..	..	60	..	..	..	29	4	9
6391	Georgetown	P.	6	44	19	2	10	4	1	17	1	..	..	194	51	20	..	5	..	..	117	..	..	..	44	15	9
3229	Kinloch-Rannoch	P.	6	80	47	2	9	17	8	36	2	..	..	249	82	22	..	58	..	..	98	..	..	..	101	1	3
	KINNAIRD. (47)																										
2282	Kinnaird	P.	5	121	52	8	17	13	5	43	2	..	..	250	56	25	..	51	16	..	102	..	..	..	63	8	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*cont.*																							
	KIRKMICHAEL. (115)																							
2230	*Ballintuim*	P.	6	63	31	7	11	12	..	30	1	..	..	127	49	19	..	5	..	..	54	..	..	..	47 7 6
451	Glenshee	P.	6	46	37	11	9	9	4	33	1	..	..	172	57	17	..	5	..	..	92	..	..	..	65 17 3
3522	Kirkmichael	P.	6	120	61	8	18	19	8	53	2	..	..	211	88	35	..	58	..	..	35	..	..	..	79 2 3
	LETHENDY and KINLOCH. (60)																							
3230	Kinloch	P.	4	95	45	5	19	12	..	36	1	..	..	191	42	23	..	6	..	..	120	..	..	..	39 3 6
	LITTLE DUNKELD. (232)																							
869	Balnaguard	P.	2	37	23	5	7	9	..	21	p	..	..	75	37	13	..	3	..	..	21	..	..	..	37 14 3
3567	Dalguise	P.	2	56	28	7	8	9	..	24	1	..	..	111	42	17	..	4	..	..	48	1	..	..	40 11 9
3505	Drumour	P.	2	67	25	2	6	12	..	20	1	..	..	92	37	11	..	3	..	1	40	..	..	1	37 10 0
2257	Little Dunkeld	P.	2	200	94	16	24	31	12	83	2	..	2	305	113	53	..	13	..	..	126	..	..	1	116 9 6
2839	*Murthly and Airntully*	P.	2	142	71	13	24	13	5	60	2	..	..	245	72	37	..	59	..	..	77	..	..	..	69 18 9
	LOGIE ALMOND. (105)																							
5302	Kinglands	P.	4	31	16	2	6	5	..	13	p	..	..	62	29	8	..	2	..	..	22	..	..	..	29 3 9
195	Logie Almond	P.	4	121	110	21	37	33	1	92	2	1	..	307	110	58	..	54	..	..	85	..	..	..	100 7 3
	LOGIERAIT. (249)																							
4063	Grandtully	P.	6	130	66	7	22	21	9	59	2	..	..	247	55	30	..	48	..	..	113	..	..	1	77 7 9
2311	Logierait	P.	2	227	119	12	26	47	11	96	2	1	..	351	135	61	..	55	..	..	98	..	..	2	122 1 3
3727	Tulloch of Pitnacree (*now closed*)	P.	6	68	29	10	11	6	..	27	1	..	..	76	28	17	..	4	..	..	27	..	..	..	27 19 0
1227	Grandtully, Lady Stewart's	C.S.	6	48	10	4	2	1	1	8	1	..	..	80	24	5	1	1	..	46	..	..	..	..	22 2 6
	LONGFORGAN. (359)																							
104	Longforgan	P.	5	135	136	20	41	47	..	114	2	..	1	332	127	69	..	17	..	..	118	..	..	1	128 12 9
3079	Mylnefield	P.	5	106	102	20	70	46	..	146	3	1	..	472	175	90	..	24	..	..	163	12	..	2	160 1 0
292	MARYKIRK. (78)																							
	[illegible]	P.	1	69	60	6	14	14	7	42	1	1	..	[illegible]	[illegible]	[illegible]		37			73				[illegible]

2556	Methven	P.	1	257	138	26	45	40	5	116	2	..	2	252	120	70	..	19	11	..	..	..	..	233	0 0
	MONEYDIE. (42)																								
3089	Moneydie	P.	5	60	30	7	6	11	3	27	1	..	..	126	34	17	..	4	..	—	71	..	..	..	33 18 3
	MONZIEVAIRD and STROWAN. (88)																								
3303	Monzievaird and Strowan	P.	1	133	57	11	13	23	2	49	1	..	..	319	61	29	..	7	16	..	106	..	..	..	63 11 3
	MOULIN. (401)																								
2882	Pitlochry	P	6	562	376	77	133	113	..	323	6	2	2	350	320	192	..	48	..	..	239	..	..	..	266 15 4
2882 H.G	Pitlochry H.G.	H.G. P.	6	86	40	..	..	..	31	31	1	1	..	458	90	18	..	5	..	..	300	..	45	..	89 10 0
2332	Strathloch	P.	6	104	38	6	14	10	..	30	1	..	..	81	48	21	..	5	..	..	8	..	..	..	45 8 0
	MUCKART. (78)																								
546	Muckart	P.	6	136	58	14	18	19	3	54	2	..	..	259	82	37	..	59	12	..	69	..	..	1	72 0 3
	MUTHILL. (259)																								
1588	Blairuroar	P.	3	40	22	4	8	7	..	19	1	..	..	71	37	12	..	3	..	20	..	..	..	..	35 10 3
2901	Drummond Street	P.	1	232	131	28	57	67	7	159	3	1	..	415	156	76	..	50	..	2	130	..	..	1	188 10 9
3785	Muthill (*now closed*)	E.	9	72	29	13	5	6	..	24	1	..	..	86	27	10	5	4	..	16	..	..	..	2	15 10 8†
	PERSIE. (77)																								
3902	Blackwater	P.	6	60	30	6	9	13	1	29	1	1	..	269	43	14	..	44	..	..	167	..	..	..	48 0 3
2914	*Drimmie Combination*	P.	6	58	8	..	5	2	..	7	p	..	..	79	27	6	..	2	..	..	44	..	..	..	22 15 0
2248	Strone of Callie	P.	6	86	24	8	7	7	4	21	2	..	..	185	43	11	..	53	..	..	79	..	..	..	44 19 3
	PERTH (Burgh) § 67. (5831)																								
4859	Caledonian Road	P.	12	1491	1285	214	360	360	162	1006	24	2	10	4005	1446	672	..	163	..	..	1711	12	..	1	1582 15 5
4406	Central District	P.	10	626	543	93	153	193	..	439	10	1	4	1422	526	361	..	67	..	..	460	5	..	3	501 3 3
2525	Cherrybank	P.	1	190	148	27	50	49	..	126	3	1	2	589	151	80	..	50	19	..	287	..	..	3	145 0 6
3324	Craigie (Western District)	P.	10	632	560	97	176	206	..	479	9	1	6	1694	632	414	..	77	..	..	560	9	..	2	559 1 7
3453	Kinnoull	P.	10	454	403	71	129	163	..	363	9	..	2	1230	454	295	..	55	..	..	414	9	..	4	413 11 11
2302	Northern District, (Balhousie)	P.	10	843	774	151	275	239	..	665	14	1	10	1895	800	546	..	102	..	..	446	..	..	2	752 3 3
2325	Southern District	P.	11	901	732	147	240	264	..	651	13	..	8	1731	762	389	..	96	..	..	476	4	..	3	744 18 3
3323	St. Ninian's	E.	10	305	193	38	59	75	..	172	3	1	2	464	192	104	26	26	33	35	..	13	..	1	197 15 3
2104	St. John's	R.C.	10	353	326	81	95	106	..	282	6	1	..	686	301	172	42	42	..	171	..	12	..	..	304 19 0
4786	¶Sharp's Institution (Lower Department)	..	4	340	260	40	94	86	..	220	6	..	..	825	256	..	35	35	..	..	..	311	..	..	247 3 4
	PERTH, EAST PARISH (Landward) (65)																								
3003	Craigend	P.	1	43	44	10	15	13	..	38	1	..	..	115	35	20	..	5	..	..	55	..	..	..	40 12 3
	PORT OF MONTEITH. (115)																								
706	Dykehead	P.	6	52	13	1	5	6	..	12	1	..	..	141	34	5	..	3	..	..	99	..	..	..	28 8 0
2225	Port of Monteith	P.	6	72	22	3	6	10	..	19	1	..	..	92	35	3	..	3	..	..	47	..	..	..	36 0 6
3900	Ruskie	P.	6	62	19	2	5	11	..	18	1	..	..	102	37	8	..	3	..	..	54	..	..	..	35 4 9
	RATTRAY § 67. (469)																								
3489	Rattray	P.	11	485	330	47	102	112	3	264	6	2	2	838	328	177	..	44	..	..	239	49	..	..	297 12 6

† For 8 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*contd.*																								
	REDGORTON. (243)																								
3868	Pitcairn Green	P.	5	112	82	17	23	30	6	76	1	1	..	202	87	44	..	11	..	..	49	..	10	..	91 4 6
762	Redgorton	P.	5	126	87	17	21	26	11	75	2	..	..	229	92	44	..	11	..	..	81	..	..	..	96 5 0
	RHYND. (39)																								
3927	Rhynd	P.	4	96	42	5	10	17	..	32	1	..	..	139	44	16	..	4	..	..	74	..	..	..	50 8 9
	ST. MADOES. (51)																								
45	St. Madoes	P.	5	120	106	20	36	33	2	91	3	..	..	306	112	61	..	55	..	..	77	..	..	1	103 18 11
	ST. MARTIN'S. (180)																								
3401	*Balbeggie*	P.	5	146	114	19	35	42	3	99	2	1	..	304	112	58	..	15	..	..	119	..	..	..	113 3 0
4044	Guildtown	P.	5	132	87	23	23	31	1	78	2	..	..	220	97	43	..	11	..	..	69	..	..	1	94 14 9
	SCONE. (422)																								
330	New Scone	P.	12	381	307	61	98	90	15	264	6	1	..	760	289	145	..	37	..	..	294	3	..	..	309 18 6
561	Stormontfield	P.	5	59	44	15	14	10	1	40	1	1	..	144	60	25	..	46	..	..	13	..	..	..	57 18 6
	TENANDRY. (46)																								
2460	Aldgirnaig	C.S.	2	68	46	7	12	14	5	38	2	..	..	171	49	23	4	55	..	40	..	..	..	..	58 6 6
372	Glenfincastle	..	6	75	15	2	4	8	..	14	1	..	..	76	29	7	2	3	..	36	..	..	..	..	30 12 0
	TIBBERMORE. (366)																								
3511	Ruthvenfield	P.	5	218	92	11	30	25	4	70	2	1	..	353	35	45	..	11	..	..	212	..	..	..	81 16 9
770	Tibbermore	P.	5	152	59	11	16	21	2	50	1	..	..	233	45	24	..	6	..	..	158	..	..	..	57 0 9
4009	Tullochi	..	1	230	103	20	34	40	3	97	3	..	..	425	123	61	16	16	..	196	..	13	..	..	110 9 6
	TRINITY GASK. (59)																								
3389	Trinity Gask	P.	4	75	50	4	16	21	..	41	1	1	..	177	60	24	..	46	..	..	47	..	..	..	60 14 9
	TROMACHS. (63)																								
4047	Tromachs	P.	3	96	44	3	14	19	..	36	1	1	..	210	68	20	..	7	..	..	100	..	5	..	59 18 3
	WEEM. (56)																								
3427	Weem Central	P.	5	96	68	5	11	16	3	35	1	1	..	108	37	11	..	24	..	..	37	..	..	..	33 11 3

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	CATHCART (4836)																							
3078	Cathcart	P.	2	841	684	112	249	222	15	598	12	2	3	2158	656	338	..	82	..	..	1077	..	..	6	713	8	3
3418	Langside	P.	10	522	513	84	186	168	34	472	10	1	3	1646	575	284	..	69	..	..	719	..	..	..	595	6	8
6008	Mount Florida	P.	2	1275	1112	159	361	427	23	970	18	2	6	3113	1014	516	..	125	..	..	1417	..	..	..	1179	19	5
540	Queen's Park	P.	6	1377	1336	118	453	562	28	1161	21	2	9	3823	1389	679	..	170	..	..	1596	..	..	9	1445	10	6
540 H.G.	Queen's Park, H.G.	H.G. P.	6	332	360	..	..	1	296	297	10	1	..	3094	1224	199	..	50	..	..	1203	..	419	..	1174	7	7
1878	Busby, St. Joseph	R.C.	1	162	104	19	26	49	..	94	1	1	..	295	94	49	14	13	..	109	..	16	..	..	104	3	6
	EAGLESHAM. (183)																							
2278	Eaglesham	P.	2	220	140	13	51	59	..	123	2	1	..	461	148	84	..	20	48	..	162	..	..	..	138	5	
	EASTWOOD § 67. (3578)																							
6486	Giffnock	P.	2	40	38	12	14	6	..	32	1	..	..	139	34	21	..	5	..	..	79	..	..	..	33	19	0
3998	Pollok, Academy	P.	2	884	790	133	262	288	30	708	14	5	1	2068	963	417	..	106	..	..	639	43	..	..	868	8	4
3382	Pollokshaws, Sir John Maxwell's	P.	1	472	444	55	168	179	..	402	6	3	1	1111	463	247	..	60	..	..	321	20	..	..	455		4
4807	Shawlands Academy	P.	6	1319	1342	169	445	518	29	1161	22	..	6	3480	1279	656	..	163	..	..	1043	287	..	2	1403	1	
4807 H.G.	Shawlands Academy, H.G.	H.G P.	6	304	224	..	..	3	196	199	9	..	..	1679	723	129	..	30	..	..	548	..	229	..	790	1	3
3384	Thornliebank	P.	11	639	532	90	175	189	26	480	10	1	2	1846	593	297	..	73	..	..	339	45	..	..	580	7	10
2276	Pollokshaws, St. Conval's	R.C.	2	569	585	93	197	191	17	498	6	4	3	1189	574	312	68	74	..	125	..	37	..	..	579	4	2
	ERSKINE. (269)																							
446	Erskine	P.	1	205	151	19	48	52	9	128	3	..	..	565	146	75	..	19	..	..	322	..	..	3	155	10	10
3982	Undercraig	P.	11	111	64	10	18	20	7	55	1	1	1	328	65	31	..	48	..	..	176	..	..	9	73	14	2
	GOUROCK. (1043)																							
2102	Central	P.	11	517	572	95	182	181	42	500	10	2	6	1483	588	284	..	70	..	..	541	..	..	..	639	5	8
436	Eastern	P.	11	374	299	49	88	91	24	252	7	..	3	963	315	155	..	37	..	..	447	..	..	..	225	0	9
1951	St. Ninian's	R.C.	9	313	120	28	31	38	6	103	2	..	1	330	114	65	16	16	..	114	..	5	..	..	120	13	0
	GREENOCK (Burgh). (12447)																							
6117	Ardgowan	P.	2	1028	1001	157	302	396	23	878	14	1	8	2196	938	444	..	115	..	..	669	..	..	30	1063	16	11
1342	Belville Place	P.	2	753	760	117	266	249	33	665	11	1	10	2081	821	401	..	101	..	..	734	..	..	25	828	17	0
4508	East	P.	2	280	126	57	50	1	..	108	2	1	..	124	..	..	..	..	..	..	122	..	2	..	54	10	10
1638	Glebe	P.	2	829	851	115	268	304	22	709	13	1	4	2205	797	374	..	100	..	..	906	..	..	31	847	5	6
4786	Glebe, Oral for the Deaf	P.	2	..	..	1	7	1	7	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	135	3	9
2147	Highlanders' Academy	P.	10	1015	1070	172	382	349	31	934	16	1	9	2443	1052	517	..	132	5	..	708	..	..	24	1115	3	1
2528	Hillend	P.	9	902	509	93	163	170	17	443	7	..	5	1497	501	241	..	61	..	..	675	..	..	19	539	5	3
2131	Holmscroft	P.	6	1382	1486	171	470	591	78	1310	20	3	18	3223	1526	753	..	191	..	..	751	..	..	1	1517	5	0
2131 H.G.	Holmscroft, H.G.	H.G. P.	6	614	463	..	..	10	397	407	16	..	..	3566	1834	294	..	69	8	..	963	..	393	5	1812	15	0
1432	Mearns Street	P	2	795	848	120	301	285	47	753	13	1	4	2227	923	444	..	113	..	..	720	..	..	26	923	3	1
4142	St. Andrew's Square	P.	9	494	509	103	183	179	2	467	8	..	3	1280	511	270	..	68	..	..	404	..	..	27	521	12	7
1539	Shaw Street	P.	2	708	673	74	225	282	..	581	10	..	6	1572	662	338	..	85	..	..	465	..	..	21	679	16	0
3182	West, St. John's	E.	2	165	185	39	51	70	..	160	2	1	2	351	185	94	24	24	..	19	..	15	..	..	177	1	0
2520	Cartsdyke, St. Lawrence	R.C.	10	860	1029	269	297	358	..	904	10	5	3	1921	909	519	127	127	..	152	..	86	..	..	908	14	0
2560	St. Mary's	R.C.	10	1550	1538	336	399	558	..	1293	22	6	2	2912	1325	718	180	180	..	524	..	31	..	..	1430	0	0
	GREENOCK, EAST PARISH (Landward) and PORT GLASGOW (Landward). (460)																							
1571	Ladyburn	P.	11	556	389	60	159	101	29	349	7	..	3	1036	429	203	..	53	..	..	344	..	..	1	414	7	11

† For 6 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.		
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
								(Senior Division).	(Supplementary Courses or Higher Grade School).	Total.														£	s.	d.
	RENFREW—*contd.*																										
	HOUSTON & KILLELLAN. (350)																										
3192	Houston	P.	2	289	135	21	44	49	..	114	2	2	..	467	187	75	..	18	..	..	232	..	..	5	124	7	9
37	Houston, St. Fillan's	R.C.	2	85	100	16	33	37	..	86	1	1	..	282	81	54	13	13	..	95	..	6	..	..	85	6	3
	INCHINNAN (116)																										
2547	Inchinnan	P.	3	135	71	15	23	22	..	60	2	..	..	300	61	36	..	50	..	..	144	..	..	..	60	14	0
	INVERKIP. (121)																										
438	Inverkip	P.	3	229	99	22	30	33	6	91	2	1	..	343	90	46	..	52	..	..	150	..	..	6	106	4	9
	KILBARCHAN. (1396)																										
2260	Bridge of Weir	P.	2	324	325	55	103	98	31	287	4	4	2	895	407	195	..	47	..	..	246	..	..	..	376	3	1
2735	Kilbarchan	P.	2	688	515	87	150	170	56	463	7	3	2	1391	599	267	..	69	..	..	457	..	..	..	622	12	8
2270	Linwood	P.	2	315	197	41	60	63	7	171	2	3	2	568	194	94	..	24	..	..	253	..	..	8	204	1	4
3105	Linwood	R.C.	1	203	186	33	62	56	..	151	1	2	1	325	150	96	19	23	..	32	..	2	..	..	169	17	0
	KILMACOLM. (1567)																										
2744	Kilmacolm	P.	1	488	378	58	111	151	22	342	5	7	..	1246	431	218	..	52	..	..	555	..	..	..	419	12	6
2250	West Side	P.	1	67	26	1	16	6	..	23	1	..	..	101	31	14	..	8	..	..	53	..	..	..	35	4	6
3461	Orphan Homes of Scotland	..	1	1029	973	117	254	553	..	924	12	4	4	2153	1613	609	133	140	..	..	..	..	..	11	1088	2	7
	LEVERN. (661)																										
4895	Levern	P.	10	359	279	53	86	92	..	231	4	1	1	662	246	138	..	34	..	..	344	..	..	..	251	18	0
4582	Nitshill	R.C	10	123	126	30	36	44	..	110	1	1	2	345	115	63	16	16	..	136	..	..	..	..	123	19	0
	LOCHWINNOCH. (813)																										
4053	Glenhead	P.	12	60	22	2	8	8	..	18	1	..	..	57	26	13	..	4	..	..	44	..	..	..	30	2	0
3278	Howwood	P.	12	275	211	31	65	74	7	177	3	..	2	429	177	89	..	24	..	..	140	..	..	..	100	10	2
3468	Lochwinnoch	P.	12	540	329	..	120	146	21	288	6	..	2	688	324	150	..	40	..	..	364	..	..	..	260	7	6
3464	Macdowall	P.	12	164	116	68	21	..	..	89	2	..	..	224	102	52	..	15	..	..	45	..	..	..	29	13	3
	MEARNS. (655)																										
2500	Busby (Malcolm Commonwealth)	P.	1	240	270	64	124	178	7	313	7	1	2	1741	1000	1000	..	48	..	..	613	10	..	..	700	17	8
2500	Busby (Malcolm Commonwealth)	P.	1	97	91	2	5	11	..	18	1	..	..	241	100	100	..	3	..	..	100	2	..	..	107	0	0

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	NEILSTON § 67. (2821)																								
4092	Barrhead	P.	2	505	503	71	137	188	28	424	6	4	4	1488	507	252	..	60	..	..	619	..	..	..	534 10 5
4235	Cross Arthurlie	P.	2	774	697	131	240	248	15	634	9	7	4	1547	733	391	..	93	..	..	330	..	..	..	755 17 4
2075	Grahamston	P.	2	579	548	89	167	172	54	482	11	1	4	1613	636	293	..	72	..	..	490	..	122	..	620 6 1
2166	Neilston	P.	2	671	440	79	143	166	8	356	6	5	1	1295	423	221	..	55	..	..	587	..	..	..	462 13 2
2642	*Uplawmoor*	P.	2	175	79	12	33	32	2	79	2	1	..	329	94	51	..	12	..	..	172	..	..	..	91 14 9
2342	Barrhead	R.C.	1	592	505	104	160	165	4	433	4	3	3	1066	474	263	59	63	..	173	..	35	..	..	473 4 1
2695	St. Thomas	R.C.	9	246	214	45	62	82	..	189	2	..	2	462	190	101	25	25	..	108	..	13	..	..	209 10 6
	PAISLEY (Burgh) § 67. (15860)																								
6424	Abercorn	P.	3	1462	868	120	279	368	48	815	15	..	6	2482	1088	490	..	125	5	..	685	..	..	109	1085 7 9
4625	Camphill	P.	6	1977	1873	213	587	735	..	1535	25	1	8	3903	1689	956	..	239	11	..	905	..	..	203	1781 8 5
4625 H.G.	Camphill, H.G.	H.G.	6	867	908	..	..	8	183	191	8	..	..	1423	552	102	..	26	..	..	611	..	111	20	732 18 5
		P.																							
3479	Carbrook Street	P.	1	879	735	97	239	276	79	691	14	2	4	2074	816	369	..	94	20	..	693	..	..	82	954 4 7
1344	East	P.	1	700	771	132	290	262	..	684	12	1	4	1744	800	400	..	101	3	..	358	..	..	88	788 9 4
1062	Fergusiie	P.	3	700	745	186	269	278	..	683	10	..	7	1558	787	406	..	102	4	..	171	..	..	89	776 15 7
1977	Mossvale	P.	3	1189	877	119	263	321	50	773	15	..	6	2404	964	463	..	117	1	..	755	..	..	103	994 12 1
1388	North	P.	3	700	715	137	265	247	..	649	11	..	5	1758	731	380	..	95	5	..	464	..	..	83	726 9 10
6207	Oakshaw	P.	6	707	707	90	241	304	..	635	11	..	7	1682	761	385	..	96	1	..	361	..	..	78	765 9 0
5304	Oakshaw, Deaf Mutes	P.	3	..	..	..	6	8	..	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	82 13 9
1389	South	P.	3	1533	1575	266	530	572	101	1469	27	..	8	3515	1740	862	..	220	10	..	491	..	..	192	1845 16 7
1390	West	P.	1	700	618	92	217	268	..	577	11	1	3	1700	703	347	..	91	4	..	476	..	..	80	654 19 3
4916	Williamsburgh	P.	1	1257	1275	172	404	496	33	1155	20	..	7	3017	1480	675	..	169	14	..	530	..	..	148	1535 10 10
1687	St. Catherine's	R.C.	6	602	576	117	166	203	..	486	6	4	8	1814	532	288	72	72	..	331	..	20	..	..	548 0 9
1687 H.G.	*St. Catherine's, H.G.	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		R.C.																							
6196	St. Charles'	R.C.	3	487	378	93	94	120	11	318	3	6	4	903	346	190	48	48	..	262	..	11	..	..	366 12 0
6422	St. James'	R.C.	1	518	550	107	216	157	..	480	4	8	4	1042	459	266	56	62	..	177	..	22	..	..	421 18 9
6516 H.G.	†St. Margaret's, H.G.	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		R.C.																							
4267	St. Mary's	R.C.	1	847	340	144	267	306	19	736	6	10	7	1515	786	433	102	106	..	79	..	10	..	..	823 16 10
2803	St. Mirin's	R.C.	1	465	268	72	12	160	..	244	3	1	3	686	268	124	45	36	..	196	..	17	..	..	267 14 0
2048	Fergusiie, Half-time	..	10	449	204	33	57	96	..	191	4	1	..	636	135	86	18	43	..	328	..	27	..	..	214 5 0
3664	¶John Neilson Institution	..	6	1460	860	93	171	315	206	785	13	4	11	3247	1181	..	113	115	395	..	..	1194	250	..	1232 6 0
	PAISLEY (Landward). (3491)																								
3317	Cardonald	P.	11	344	300	70	105	67	8	250	4	2	..	707	253	144	..	35	..	..	274	..	..	..	280 0 4
2243	Elderslie, Wallace	P.	12	494	403	58	135	145	19	357	7	2	..	1053	398	211	..	51	..	..	398	..	..	1	429 18 1
2757	Inkerman	P.	10	280	189	29	44	42	5	120	2	2	..	463	126	62	..	37	..	..	238	..	..	1	135 15 6
1627	Johnstone	P.	1	1490	1619	261	568	584	42	1455	25	8	9	3765	1514	809	..	198	..	..	1210	..	..	34	1682 16 1
6497	‡Johnstone Leigh Cartside	P.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1732	Nethercraigs	P.	11	142	103	18	33	43	7	101	2	1	..	461	114	56	..	54	..	..	237	..	..	..	123 17 2
3901	Johnstone, St. Margaret's	R.C.	1	585	620	121	172	225	7	525	5	5	7	1185	564	316	72	76	..	123	..	35	..	..	593 10 6
	PORT GLASGOW (Burgh) § 67. (3339)																								
1585	Chapelton	P.	10	475	480	82	166	178	..	426	8	2	3	1243	474	244	..	61	..	..	465	..	..	..	490 11 3
4221	Clune Park	P.	10	635	675	112	219	266	..	597	13	1	3	1749	672	341	..	96	..	..	651	..	..	..	672 0 5
4554	Jean Street	P.	6	1039	1008	134	336	397	..	867	18	4	9	2741	1062	552	..	136	..	50	939	..	..	1	583 10 9
4554 H.G.	Jean Street, H.G.	H.G.	6	184	107	..	..	2	83	86	4	..	..	550	183	48	..	12	35	..	182	..	90	..	209 14 0
		P.																							
2119	St. John's	R.C.	12	983	1119	194	311	396	9	910	13	1	5	1864	975	..	..	137	..	751	..	..	..	..	1004 8 1
	RENFREW (Burgh) § 67. (1347)																								
4178	Blythswood Testimonial	P.	12	1251	1233	254	379	427	55	1115	20	3	13	3202	1232	615	..	154	224	..	792	95	90	..	1338 12 3

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	RENFREW—*cont.*																								
	RENFREW (Landward). (1686)																								
3475	*Oswald*	P.	1	209	161	36	57	53	..	146	2	2	..	482	147	85	..	40	..	..	159	..	..	1	157 18 9
6007	Moorpark	P.	12	979	695	133	235	220	37	630	11	4	9	1998	674	354	..	88	..	..	882	..	..	5	777 8 0
1577	Scotstoun	P.	12	1183	1129	204	391	389	35	1019	18	3	5	2589	1090	664	..	140	..	..	664	..	..	41	1205 8 4
1586	Yoker	P.	12	432	401	66	136	124	33	359	6	1	10	1283	422	187	..	50	..	..	580	..	..	35	471 3 7
1581	St. James'	R.C.	12	365	207	59	57	68	..	184	1	2	..	479	76	102	24	24	..	248	..	6	..	..	177 12 6
	SKELMORLIE (*See* Ayrshire.)																								
	TOTAL			60879	53717	8514	16809	19157	2864	47844	822	182	338	140344	57662	26585	1245	7093	791	4131	83264	2112	1704	1672	59868 2 2
	ROSS AND CROMARTY.																								
	ALNESS. (167)																								
3525	Alness	P.	2	147	115	31	26	30	13	100	2	1	..	320	145	64	..	16	..	..	96	..	..	..	143 11 0
61	Boath	P.	5	70	26	..	9	13	..	22	1	..	..	84	44	11	..	4	..	..	26	..	..	..	48 0 3
1189	Glenglass	P.	2	52	16	3	5	8	..	16	1	..	..	84	34	8	..	2	..	..	40	..	..	..	35 15 6
	APPLECROSS § 67. (310)																								
1891	Aligin	P.	5	63	37	4	13	13	3	32	1	..	..	111	58	20	..	5	..	..	27	..	..	..	60 17 0
4058	Applecross	P.	5	184	65	1	12	31	4	48	1	1	..	178	78	38	..	58	..	..	9	..	..	..	87 2 3
6134	Arinacrinachd	P.	5	50	36	6	11	12	2	31	1	..	..	135	62	28	..	6	..	..	44	..	..	..	64 0 0
1416	Callakille	P.	5	30	14	3	3	7	..	13	1	..	..	102	62	21	..	5	..	..	13	..	..	..	57 11 0
4315	*Dibaig*	P.	5	60	20	1	6	9	..	16	1	..	..	88	37	10	..	3	..	..	32	..	..	..	35 4 9
2279	Shieldaig	P.	5	50	47	4	11	22	3	40	1	..	..	107	70	25	..	6	..	..	8	..	..	..	72 7 6
1609	Torridon	P.	5	44	41	3	16	9	3	28	1	1	..	156	57	20	..	45	..	..	32	..	..	..	64 8 9
	AVOCH § 67. (321)																								
4319	Avoch	P.	2	252	224	48	80	68	9	206	3	2	2	478	234	128	..	82	..	..	80	..	..	4	274 6 4
2906	Killen	P.	2	54	39	5	8	10	4	27	1	1	..	152	58	17	..	45	..	..	35	..	..	..	54 11 6
4072	Avoch, Mackenzie Foundation	R.	2	110	119	18	34	48	5	105	1	2	1	317	118	54	14	44	71	10	..	..	..	..	107 6 2

	Barvas § 67.	(1430)																									
1620	Airidh-an-tuim		P.	2	170	202	19	61	72	8	154	1	2	2	421	199	97	..	28	..	..	103	..	..	..	201	2 10
1643	Barvas		P.	2	155	107	10	30	40	6	86	1	1	1	266	139	60	..	15	..	..	52	..	..	..	124	5 0
1639	Bragar		P.	2	240	201	28	62	70	13	173	1	2	2	359	239	102	..	25	..	..	..	..	..	..	230	14 6
1816	Cross		P.	2	245	217	23	58	76	..	152	2	1	3	375	204	100	..	25	13	..	33	..	..	..	213	11 0
1841	Lionel		P.	2	476	334	33	100	131	8	272	2	2	3	658	342	166	..	38	..	..	106	..	..	..	338	16 11
1942	Shawbost		P.	2	205	149	21	46	50	6	117	1	1	1	273	139	61	..	16	..	..	58	..	..	..	150	8 6
4885	Skigersta		P.	2	33	45	9	17	8	..	29	p	..	..	79	33	15	..	5	..	..	26	..	..	..	29	17 0
	Carnoch.	(37)																									
3530	Steathconan		P.	5	48	24	2	10	8	1	21	1	..	..	130	52	14	..	4	..	..	52	..	..	8	43	11 0
	Contin.	(65)																									
4410	Contin		P.	5	100	42	4	18	12	2	36	1	1	..	218	47	22	..	5	..	..	144	..	..	..	49	0 0
619	Scatwell		P.	5	38	10	2	3	2	1	8	1	..	..	68	25	5	..	1	..	..	37	..	..	..	24	6 0
	Cromarty § 67.	(354)																									
2169	Cromarty		P.	6	375	285	60	83	96	7	246	4	2	4	..	..	..	..	..	..	..	..	..	..	..	332	4 5
2169 H.G.	Cromarty, H.G.		H.G.																								
			P.	6	45	26	..	..	..	18	18	1	..	..	..	..	..	..	..	..	..	..	..	..	..	57	12 0
912	Peddieston		P.	2	123	57	8	16	22	3	49	1	..	..	200	84	29	..	8	..	..	67	..	..	12	82	4 6
	Dingwall § 67.	(463)																									
2972	Dingwall Academy		P.	6	494	455	65	126	193	..	384	8	1	3	964	626	259	..	63	.	..	..	..	..	109	577	1 7
2972 H.G.	Dingwall Academy, H.G.		H.G.																								
			P.	6	310	142	..	..	..	124	124	4	1	..	1070	561	74	..	20	..	..	171	..	182	62	593	9 2
	Edderton.	(103)																									
3516	Edderton		P.	11	160	95	10	29	36	4	79	1	2	..	299	134	56	..	14	..	..	95	..	..	..	124	18 6
	Fearn § 67.	(335)																..									
848	Balnauchy		P.	11	110	75	9	21	31	..	61	1	1	..	197	90	37		49	..	..	31	..	..	..	82	12 1
3157	Hill of Fearn		P.	11	181	90	21	25	28	..	74	2	1	..	278	101	46	..	12	..	..	114	..	..	..	93	16 6
911	Hilton		P.	11	244	227	46	63	73	18	200	3	..	4	407	308	115	..	29	..	..	..	..	..	..	318	1 3
	Fodderty.	(296)																									
412	Fodderty		P.	2	196	129	12	41	50	2	105	2	2	1	345	148	68	..	17	..	..	113	..	..	..	142	7 0
2273	Maryburgh		P.	2	199	120	22	29	41	12	104	1	2	1	337	154	65	..	36	..	..	82	..	..	..	150	1 3
	Gairloch § 67.	(717)																									
2359	Achtercairn		P.	5	132	90	9	17	33	6	65	1	1	1	254	111	40	..	10	..	..	193	..	..	..	107	7 3
3226	Bualnaluib		P.	5	167	72	5	18	36	2	61	2	..	..	273	81	35	..	59	..	..	98	..	..	..	86	5 0
3282	Inverasdale		P.	5	119	58	4	21	18	6	49	2	..	..	198	78	28	..	57	..	..	35	..	..	..	81	3 0
1546	Kinlochewe		P.	5	40	26	3	7	10	3	23	1	..	..	115	52	17	..	4	..	..	42	..	..	..	52	2 0
3065	Laide		P.	5	90	57	6	16	23	4	49	1	1	..	159	72	23	..	47	34	..	..	..	..	..	79	6 3
4584	Mellon Udrigle		P.	5	44	33	3	9	12	..	29	1	..	..	114	53	18	.	5	..	..	38	..	..	..	51	18 6
1608	Melvaig		P.	5	84	61	7	19	24	..	50	1	..	..	134	75	30	..	8	..	..	21	..	..	..	75	4 6
4582	Opinan		P.	5	110	*85*	7	*23*	*38*	..	*70*	*1*	*1*	..	*241*	*135*	*55*	..	*14*	..	..	*37*	..	..	..	146	5 6
4585	Poolewe		P.	5	57	54	7	11	23	6	47	1	..	1	142	78	28	..	7	..	..	34	..	..	..	82	0 9
1338	Santt		P.	5	70	38	3	12	15	2	32	1	..	..	110	52	19	..	5	..	..	34	..	..	..	54	8 3
	Glenshiel.	(57)																									
4198	Letterfearn		P.	7	59	23	3	7	7	5	22	1	..	..	109	41	12	..	3	..	..	53	..	.	..	49	8 9
1685	Shiel		P.	7	37	19	..	8	6	2	16	1	..	..	79	41	10	..	3	..	..	26	..	.	..	*40*	*18 0*
	Killearnan.	(174)																									
2115	Killearnan		P.	4	130	91	13	25	23	11	72	2	..	1	286	125	49	..	58	..	..	49	..	..	..	158	18 1
1873	Tore		P.	4	59	48	9	15	15	..	39	1	..	..	120	61	22	..	5	..	..	41	..	..	..	64	16 9

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from £ Annual Grant, 1904–1906.	£ Grant in Relief of Fees.	£ Aid Grant to Voluntary Schools.	£ General Aid Grant.	£ Endowment.	£ Voluntary Contributions.	£ Rates.	£ School Fees and Books sold to Children.	£ Grants from Local Authorities for Secondary and Technical Education.	£ Other Sources.	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	ROSS AND CROMARTY —*cont.*																								
	KILMUIR EASTER. (160)																								
2254	Kilmuir Easter - - -	P.	2	181	155	23	46	68	:	137	4	1	:	414	178	84	:	21	:	:	33	:	:	48	177 19 4
733	Tullich - - -	P.	2	50	32	8	9	14	:	26	1	1	:	137	47	12	:	44	:	:	25	:	:	8	50 19 0
	KILTEARN. (242)																								
4236	Kiltearn - - -	P.	2	231	171	1	4	10	6	157	3	1	3	634	237	101	:	29	:	10	156	:	:	1	300 0 1
	KINCARDINE. (218)																								
503	Achnahannet - - -	P.	6	40	17	1	4	10	0	15	p	:	:	168	45	20	4	4	28	:	99	:	:	:	48 1 6
460	Croick - - -	P.	6	35	23	:	6	12	:	18	1	:	:	135	37	15	3	3	:	:	41	:	:	:	44 5 9
1401	Culrain - - -	P.	6	50	26	4	8	11	:	23	1	:	:	118	46	18	3	3	:	:	51	:	:	:	44 17 3
2535	Gledfield - - -	P.	6	115	80	10	23	29	6	68	2	1	:	351	93	54	:	50	:	:	155	:	:	:	94 11 3
4701	Lonbcroy - - -	P.	6	18	8	1	1	5	:	7	p	:	:	71	25	7	:	1	:	:	38	:	:	:	25 7 0
	KINLOCHLUICHART. (111)																								
1242	Achnasheen - - -	P.	5	52	35	7	6	9	0	22	1	:	:	111	42	13	:	3	:	:	53	:	:	:	48 1 6
4238	Kinlochluichart - - -	P.	5	40	21	4	5	7	0	16	1	:	:	103	53	17	:	4	30	:	64	:	:	:	44 5 9
4194	Strathgarve - - -	P.	5	80	13	4	5	7	0	16	1	:	:	104	35	9	:	2	:	:	57	:	:	:	25 7 0
	KINTAIL. (98)																								
2098	Dornie - - -	P.	7	57	67	10	15	21	1	58	2	1	:	246	98	38	:	4	:	:	49	:	:	:	101 17 3
1162	Kintail - - -	P.	7	60	28	1	3	11	0	20	1	1	:	134	49	11	:	4	:	:	70	:	:	:	47 4 8
	KNOCKBAIN § 67. (302)																								
2096	Dunmaglass - - -	P.	3	141	107	9	27	46	14	96	3	:	:	247	166	57	:	55	:	:	70	:	:	:	165 18 6
2345	Kinlochy - - -	P.	3	140	87	13	16	29	9	79	3	:	:	243	158	53	:	54	:	:	78	:	:	:	120 8 11
2096	Upper Knockbain - - -	P.	3	117	57	4	7	19	2	32	1	1	:	167	65	19	:	45	:	:	88	:	:	:	54 18 9
2476	Arpafeelie, St. John's - - -	E.	2	87	48	6	15	17	5	43	1	1	:	178	65	24	6	6	:	11	..	:	:	:	68 0 8
	LOCHALSH. (801)																								
400	Auchmore - - -	P.	7	50	36	5	7	9	2	23	1	:	:	90	43	9	:	3	:	:	36	:	:	:	43 18 8
4115	Kirkton - - -	P.	7	82	67	7	15	27	7	56	2	1	:	244	87	47	:	41	:	:	85	:	:	:	110 0 0
4113	Kyle - - -	P.	7	80	67	7	10	27	7	51	2	1	:	244	87	47	:	41	:	:	85	:	:	:	110 0 0

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																													80	15	
2707	Lochalsh		P.	7	90	50	5	16	14	7	42	2	..	1	184	87	29	..	57	..	..	11	..	..	..	177	14	6
2162	Plockton		P.	7	201	115	12	33	34	22	101	2	2	..	368	174	42	..	56	..	..	90	..	..	..			
	LOCHBROOM § 67. (591)																													
4213	Achilibuie		P.	6	147	66	2	15	29	7	53	1	1	1	271	112	41	..	50	..	..	67	..	..	..	118	19	3
4149	Altandu		P.	6	101	40	..	16	13	3	32	p	..	..	162	71	26	..	46	..	..	14	..	..	5	59	9	9
4079	Ardindrean		P.	6	60	42	5	10	19	2	36	1	1	..	175	65	20	..	45	..	..	39	..	..	4	64	12	3
1634	Auchduart		P.	6	24	14	2	3	6	..	11	p	..	..	59	28	6	..	3	..	..	23	..	..	..	29	12	6
1167	Badcaul		P.	6	64	46	2	7	28	1	38	1	..	1	112	70	23	..	6	..	..	12	..	..	..	70	8	6
322	Lochbroom		P.	6	62	29	2	12	12	..	26	1	..	..	96	42	12	..	3	..	..	32	..	..	5	50	2	0
718	Scoraig		P.	6	80	29	4	9	12	..	25	p	..	..	99	50	16	..	4	..	..	24	..	..	3	47	10	6
4505	Ullapool		P.	6	262	127	15	28	58	26	127	4	1	2	803	322	156	..	29	92	..	176	2	..	25	276	13	2‡
4505 H.G.	*Ullapool H.G.		H.G. P.	6	..	..	..	..	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
	LOCHCARRON § 67. (271)																													
969	Attadale		P.	7	45	21	2	6	6	6	20	1	..	..	91	42	11	..	3	..	..	34	..	.	..	48	10	6
1139	Balnacra		P.	7	50	16	1	4	9	..	14	1	..	..	72	35	9	..	3	..	..	25	..	..	..	33	18	9
1163	Kishorn		P.	6	75	40	5	8	19	3	35	2	..	..	138	57	17	..	44	..	..	19	..	..	..	64	11	3
2301	Lochcarron		P.	7	195	97	11	33	34	6	84	1	2	1	449	141	59	..	53	..	..	196	..	..	..	147	10	9
198	Strome		P.	7	70	28	4	5	14	..	23	1	1	..	168	46	15	..	44	..	..	63	..	..	..	52	0	0
	LOCHS § 67. (1038)																													
471	*Achmore*		P.	3	70	50	3	12	26	..	41	1	..	..	155	55	23	..	6	..	..	72	..	..	..	64	13	6
5269	Airidhbhruaich		P.	3	26	25	6	5	9	2	22	1	..	..	61	46	11	..	4	..	..	..	..	..	..	47	18	9
1827	Balallan		P.	3	190	99	18	28	30	13	89	1	..	1	198	124	51	..	13	..	..	10	..	..	..	132	2	6
1851	Cromore		P.	3	90	62	14	10	24	4	52	1	..	..	178	79	31	..	3	..	..	60	..	..	..	81	9	0
1919	Fidigary		P.	3	225	164	25	39	60	18	137	1	2	3	328	201	85	..	21	..	..	21	..	..	..	205	16	5
29	Graver		P.	3	85	97	17	26	32	3	78	1	..	..	175	106	47	..	12	..	..	10	..	..	..	88	6	8
5221	Grimshader		P.	3	34	51	7	14	21	..	42	p	..	..	90	66	24	..	6	..	..	..	..	..	..	66	16	0
1747	Kershader		P.	3	115	77	7	26	27	6	66	1	1	1	204	99	37	..	9	..	..	58	..	..	..	110	19	3
1736	Knock-ian-due		P.	3	90	62	7	16	24	5	52	1	..	2	161	72	31	..	8	..	..	50	..	..	..	80	1	0
2000	Lemreway		P.	3	101	62	7	12	27	..	46	1	..	..	186	78	37	..	9	..	..	61	..	..	..	65	17	3
1303	Lurebost		P.	3	150	128	17	38	45	7	107	1	1	2	234	156	67	..	17	..	..	..	..	..	..	154	16	9
1952	Planasker		P.	3	100	102	12	17	41	3	73	1	..	2	233	77	36	..	9	..	..	111	..	..	..	107	5	3
	LOGIE EASTER § 67. (175)																													
2592	Logie Easter		P.	2	110	53	7	15	24	..	46	1	1	..	223	72	32	..	43	..	..	71	..	..	..	60	2	6
916	Scotsburn		P.	2	99	63	10	17	26	..	53	1	1	..	238	90	34	..	49	..	..	65	..	..	..	55	2	9
	NIGG. (175)																													
4044	Nigg		P.	2	100	56	5	19	26	..	50	1	1	..	181	59	28	..	7	..	..	87	..	..	..	65	16	0
1591	Pitcalnie		P.	2	98	56	6	22	21	2	51	1	1	..	207	72	29	..	48	..	..	57	..	..	..	69	6	3
	RESOLIS § 67. (167)																													
3788	Cullicudden		P.	4	123	61	6	18	22	5	51	1	1	..	241	96	33	..	48	2	..	53	..	..	9	87	11	6
3201	Newhall		P.	4	123	97	15	35	22	13	85	1	2	..	289	115	47	..	12	2	..	104	..	..	9	124	3	0
	ROSEMARKIE § 67. (280)																													
508	Fortrose Academy		P.	6	213	157	27	41	69	..	137	4	..	3	344	198	85	..	22	..	..	39	..	..	..	215	2	2
508 H.G.	,, H.G.		H.G. P.	6	47	38	..	..	..	33	33	1	..	..	391	107	20	..	5	75	..	96	..	87	1	149	15	5
142	Rosemarkie		P	11	130	86	20	27	26	..	73	1	2	..	265	100	47	..	42	..	..	77	..	..	..	92	13	4
	ROSSKEEN § 67. (635)																													
3650	Ardross		P.	11	114	67	9	21	23	5	58	1	1	..	219	98	35	..	49	..	..	21	..	..	17	96	1	9
2094	Bridgend		P.	10	205	204	35	59	77	11	182	4	..	3	523	259	74	..	27	..	..	112	..	..	51	273	11	9
96	Invergordon		P.	6	195	232	35	77	95	..	207	6	..	4	481	320	87	..	31	..	..	..	..	..	56	314	11	0

* New School —Grant to run as from 1st August, 1906. † New School—Grant to run as from 1st December, 1905. ‡ For 13 months.

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	(Supplementary Courses in Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Income of School derived from. Expenditure on Maintenance of School.	Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	ROSS AND CROMARTY —*cont.*																								
	ROSSHIRE—*cont.*																								
3196 H.G.	Invergordon Academy, H.C.	H.G.	6	113	77	::	::	60	60	2	::	2	611	282	29	::	::	10	60	::	::	89	::	127	15	314 10 8
		P.	11	107	55	9	17	3	::	49	2	4	2	518	158	30	::	43	::	::	44	::	::	15	77 6 6
1250	Newmore - - -	P.	11	90	22	3	12	::	::	19	1	2	2	606	155	13	::	4	::	::	13	::	::	7	34 15 6
2351	Saltburn (now closed)	P.	5	28	6	::	8	2	::	5	1	1	1	67	28	6	::	2	::	::	16	::	::	4	21 12 0
6241	Strathrusdale -																								
	STORNOWAY § 67. (2696)																								
1842	Aird - - - -	P.	2	396	332	42	100	111	14	267	4	4	2	518	342	158	::	36	::	::	::	::	::	::	271 14 3
1737	Back - - - -	P.	2	368	324	55	95	106	15	271	4	4	2	606	421	155	::	41	::	::	::	::	::	::	418 2 3
1505	Bayble - - - -	P.	2	360	297	31	83	100	25	240	2	2	2	560	407	147	::	28	::	::	2	::	::	::	411 18 3
1730	Knock - - - -	P.	2	268	178	32	45	57	14	148	2	2	1	461	230	98	::	24	::	::	100	::	::	::	214 7 6
1961	Laxdale - - - -	P.	2	190	178	27	58	56	18	159	2	2	1	416	227	94	::	24	::	::	70	::	::	::	225 5 6
4356	Nicolson Institute	P.	6	777	608	95	208	199	14	502	11	7	2	1552	800	196	::	70	35	::	229	::	::	3	772 16 6
4356 H.G.	" " H.G.	H.G.																							
		P.	6	224	133	::	20	5	151	196	3	4	::	1519	505	57	::	19	60	::	224	::	505	2	602 17 9
1918	Sandwickhill - - -	P.	2	226	100	20	40	68	8	151	2	1	2	365	171	71	::	19	::	::	103	3	::	::	182 1 7
1843	Tolsta - - - -	P.	2	276	138	30	59	67	1	157	2	2	2	461	211	96	::	24	::	::	60	::	::	::	215 12 9
1844	Tong - - - -	P.	2	182	124	18	45	45	12	121	1	2	2	345	168	68	::	17	::	9	95	::	::	::	178 17 1
3368	Female Industrial (now closed)	P.	2	130	87	12	17	::	::	76	2	::	::	215	116	43	::	53	::	::	::	::	::	3	100 17 9
	TAIN. (488)																								
791	Inver - - - -	P.	5	91	47	18	8	17	::	43	1	1	::	198	47	22	::	46	::	::	33	::	::	4	53 11 9
2389	Tain - - - -	P.	10	325	300	44	100	127	::	271	4	2	4	676	343	102	::	40	::	::	135	::	::	::	356 4 8
	TARBAT § 67. (392)																								
2350	Old - - - -	P.	5	230	227	40	63	72	25	200	4	::	2	482	338	121	::	50	::	::	58	::	::	::	226 4 6
1805	West - - - -	P.	5	68	49	11	15	13	::	44	1	1	::	176	48	23	::	49	::	::	56	::	::	::	56 4 0
	Uig § 67. (949)																								
1946	Bernera - - - -	P.	8	180	90	9	34	4	4	71	2	2	2	384	87	54	::	30	::	::	94	::	::	::	100 18 0
1858	Breasclet - - - -	P.	8	201	151	20	49	14	14	100	2	2	1	387	202	77	::	40	::	::	18	::	::	::	318 15 0
781	Carloway - - - -	P.	8	180	142	20	74	10	6	110	2	2	1	480	240	110	::	50	::	::	1	::	::	::	401 0 0
1944	Crowlista - - - -	P.	8	84	64	11	11	8	4	34	1	1	1	160	77	44	::	20	::	::	7	::	::	::	76 0 0

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6004	Crailvig		P.	3	44	33	7	8	10	..	25	p	..	..	90	42	13	..	3	..	..	32	..	..	..	45	10	6
1896	Duncarloway		P.	3	100	74	9	22	27	2	60	1	1	1	268	78	34	..	49	..	..	102	..	..	..	83	19	3
1906	Lillvig		P.	3	85	49	11	11	19	2	43	1	..	..	150	64	24	..	6	..	..	55	..	..	..	67	9	9
1849	Loch Croistean		P.	3	65	64	9	18	24	..	51	1	..	..	142	68	27	..	8	..	..	39	..	..	..	80	11	0
1594	Valtos		P.	3	130	110	16	27	34	7	84	1	1	3	285	126	58	..	15	..	..	86	..	..	..	114	9	3
	URQUHART AND LOGIE WESTER § 67	(372)																										
3542	Conon		P.	2	125	101	19	30	33	9	91	2	1	..	250	134	57	..	14	..	..	44	..	..	..	127	8	9
2819	Culbokie		P.	2	134	106	9	30	42	9	90	2	1	..	288	132	55	..	44	..	..	56	..	..	..	128	18	6
2125	Ferintosh		P.	2	155	61	8	18	18	8	52	2	..	..	192	80	34	..	8	..	..	70	..	..	..	78	7	10
3662	Mulbuie		P.	2	95	56	7	4	20	8	49	1	..	1	174	74	30	..	7	..	..	63	..	..	..	75	16	0
	URRAY.	(359)																										
3008	Marybank		P.	11	120	98	8	36	28	14	86	2	1	..	310	137	49	..	53	..	..	70	..	..	..	129	5	0
298	Tarradale		P.	11	180	164	25	43	67	8	143	4	..	1	459	190	83	..	22	..	..	164	..	..	..	197	5	9
	TOTAL				18890	13403	1810	3723	4749	1058	11340	228	98	106	38608	19342	6802	35	3243	502	40	8365	8	1025	486	18988	0	7
	ROXBURGH.																											
	ANCRUM.	(171)																										
2548	Ancrum		P.	1	195	98	21	26	30	11	88	2	..	1	295	113	54	..	14	..	..	114	..	..	..	115	4	6
1697	Sandystones		P.	4	94	42	7	12	18	3	40	1	1	..	174	60	22	..	6	.	..	87	..	..	..	63	1	6
	BEDRULE.	(49)																										
389	Bedrule		P.	2	64	23	5	6	10	..	21	1	..	..	134	35	9	..	3	..	..	87	..	..	..	32	16	6
	BOWDEN.	(102)																										
2997	Bowden		P.	6	125	75	10	24	30	4	68	2	1	..	355	88	43	..	51	..	..	168	4	..	..	80	8	6
2753	Midlem		P.	6	58	18	5	4	7	..	16	1	..	..	75	31	9	..	2	..	..	33	..	..	..	33	3	3
	CASTLETON.	(363)																										
457	Burnmouth		P.	4	55	33	7	9	12	..	28	1	..	..	138	39	13	..	3	..	..	82	..	..	..	43	10	0
388	Hermitage		P.	4	75	31	5	8	11	..	24	1	..	..	179	39	13	..	3	..	..	123	..	..	..	41	3	3
685	New Castleton		P.	4	288	189	29	49	80	12	170	3	1	1	479	217	104	..	26	..	..	130	..	..	2	210	19	0
1703	Riccarton		P.	4	87	43	8	14	17	..	39	1	..	..	105	57	28	..	6	..	..	50	..	..	..	57	16	6
618	Saughtree		P.	4	84	76	11	21	32	..	64	2	..	..	222	73	32	..	8	..	..	109	..	..	..	84	13	6
	CAVERS AND KIRKTON.	(235)																										
704	Cogamill		P.	2	100	35	2	9	16	2	29	1	1	..	209	54	17	..	44	..	..	91	..	..	1	50	9	6
3415	Denholm		P.	1	219	83	16	25	28	7	76	3	..	1	397	104	50	..	52	..	..	188	..	..	3	93	15	0
4132	Kirkton		P.	1	135	44	6	12	16	5	39	1	1	..	223	68	27	..	46	..	..	81	..	..	1	59	16	0
	CRAILING.	(87)																										
143	Crailing		P.	1	125	67	12	21	20	..	53	2	..	..	244	53	33	..	8	..	..	151	..	..	..	47	14	11
	ECKFORD.	(122)																										
3414	Caverton Mill		P	2	93	36	6	12	14	..	32	1	..	..	133	31	9	..	5	..	..	89	..	..	..	32	16	0
129	Eckford		P.	1	100	36	5	14	12	..	31	1	..	..	161	43	23	..	6	..	..	90	..	..	..	33	16	0
	EDGERSTON	(59)																										
826	Edgerston		P.	2	78	42	1	15	20	..	36	1	..	..	149	59	24	..	6	..	..	60	..	..	..	56	1	3
	EDNAM.	(102)																										
106	Ednam		P.	1	161	97	27	24	36	1	88	1	1	1	251	105	58	..	14	..	..	75	..	..	..	101	5	1

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROXBURGH—*cont.*																								
	HAWICK (Burgh) § 67. (3273)																								
3444	Buccleuch	P.	10	1038	788	100	218	307	65	690	15	..	6	1891	890	431	..	105	..	..	443	..	..	13	874 19 6
3926	Drumlanrig	P.	10	740	463	91	132	173	..	396	6	..	5	1094	460	244	..	61	..	..	319	..	..	10	453 17 0
3733	St. Mary's, Infant	P.	10	305	217	127	67	..	..	194	4	..	1	458	199	137	..	32	..	..	90	..	..	1	197 13 7
3746	Trinity	P.	10	770	564	81	191	234	..	506	9	1	5	1456	572	292	..	73	..	..	504	..	..	15	583 1 9
307	Wilton	P.	10	762	629	101	203	223	55	582	10	1	6	1459	683	347	..	85	..	..	328	..	..	9	732 16 3
2177	St. Cuthbert's	E.	10	152	113	21	36	43	..	100	2	1	..	249	105	61	15	15	..	53	..	1	..	..	108 18 3
794	Roman Catholic	R.C.	10	151	124	25	37	49	..	111	1	1	1	311	115	58	15	15	10	91	..	4	..	..	124 0 9
	HAWICK (Landward). (204)																								
3588	Clarilaw	P.	2	115	49	9	15	21	..	45	2	..	..	205	59	27	..	57	..	..	61	..	..	..	59 3 3
567	Dean	P.	1	56	43	13	12	12	..	37	1	..	..	158	36	17	..	5	..	..	100	..	..	..	39 3 0
3310	New Mill	P.	1	116	33	5	9	15	..	29	2	..	..	222	46	15	..	54	..	..	107	..	..	..	46 19 9
4354	Stouslie	P.	1	67	9	2	3	4	..	9	1	..	..	76	28	6	..	2	..	..	40	..	..	..	24 4 0
	HOBKIRK. ♀ (81)																								
675	Hobkirk	P.	2	145	76	10	26	27	3	66	2	1	..	335	88	39	..	50	..	..	158	..	..	..	76 10 3
	HOWNAM. (45)																								
63	Hownam	P.	4	61	16	3	6	6	..	15	1	..	..	162	33	10	..	3	..	..	117	..	..	..	30 6 0
	JEDBURGH (Burgh) § 67. (542)																								
3447	Grammar	P.	6	448	444	72	145	174	..	391	7	1	2	986	369	222	..	55	..	..	143	..	..	147	435 16 0
3447 H.G.	" H.G.	H.G. P.	6	114	59	..	..	..	50	50	1	1	..	424	145	30		8	..	..	131	..	110	..	181 3 6
3655	St. John's	E.	6	243	118	27	33	44	..	104	2	..	2	317	116	32	15	15	..	32	..	..	..	..	112 0 6
	JEDBURGH (Landward). (235)																								
3675	Lanton	P.	2	102	35	5	12	15	..	32	1	..	..	150	48	23	..	5	..	..	74	..	..	..	45 4 3
1881	Pleasants	P.	2	96	58	11	18	21	3	53	1	1	..	174	49	27	..	32	..	..	66	..	..	..	61 13 9
	KELSO. (746)																								
3450	Kelso	P.	6	477	394	..	116	236	19	340	7	1	..	1180	441	100	..	47		..	486	..	..	17	452 0 4

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	LILLIESLEAF. (105)																										
4070	*Lilliesleaf*	P.	7	191	98	13	35	36	7	91	2	..	1	272	97	51	..	13	..	..	112	..	..	..	105	3	0
	LINTON. (54)																										
117	Linton	P.	2	84	57	9	13	27	..	49	1	1	..	204	45	37	..	46	..	..	86	..	..	..	50	16	0
	MAKERSTOUN. (62)																										
1832	Makerstoun	P	1	127	51	7	23	14	..	44	1	1	..	201	51	29	..	48	..	..	74	..	..	..	44	14	0
	MAXTON. (53)																										
72	Maxton	P.	6	151	40	7	18	8	3	36	1	1	..	236	51	25	..	46	..	..	115	..	..	..	50	12	0
	MELROSE. (778)																										
3834	Blainslie	P.	2	103	39	8	13	16	..	37	1	..	..	179	62	26	..	7	..	..	84	..	..	..	50	3	6
3688	Gattonside	P.	11	86	32	11	19	..	..	30	1	..	..	100	29	18	.	5	..	..	33	..	..	15	28	18	0
2973	Langshaw	P.	6	50	21	3	8	10	..	21	1	..	..	86	39	14	..	3	2	..	27	..	..	1	36	14	0
3290	Melrose	P.	11	365	320	40	85	125	37	287	7	1	2	930	365	162	..	42	..	..	338	..	..	23	373	16	3
1079	Newstead	P.	11	86	22	10	10	..	..	20	p.	..	..	82	20	14	..	3	..	..	45	..	..	..	19	15	0
3664	Newtown, St. Boswell's	P.	11	215	152	33	51	56	..	140	3	1	..	439	150	84	..	41	..	..	164	..	..	1	151	0	6
	MINTO. (90)																										
866	Minto	P	2	106	64	11	22	21	5	59	1	2	..	378	63	23	..	48	3	..	135	..	..	51	71	16	3
	MOREBATTLE. (130)																										
2942	Morebattle	P.	2	181	94	14	30	41	..	85	3	..	..	363	89	52	..	52	50	..	121	..	..	..	93	10	9
4168	Mowhaugh	P.	4	40	19	1	5	10	..	16	1	..	..	96	33	10	..	2	..	..	41	..	..	..	33	3	0
	OXNAM (118)																										
181	Oxnam	P.	2	130	41	4	11	20	2	37	2	..	..	228	59	21	..	56	4	..	89	..	..	..	55	7	3
1418	*Town ford*	P.	4	56	22	3	4	12	..	19	1	..	..	116	36	11	..	3	..	..	67	..	..	..	37	8	9
	ROBERTON. (74)																										
535	Howpasley	P.	4	33	19	3	8	8	..	19	1	..	..	83	36	12	..	3	..	..	33	..	..	..	34	0	6
4043	Roberton	P.	7	110	58	9	18	21	..	48	1	1	..	240	65	28	..	47	..	..	100	..	..	..	67	7	9
	ROXBURGH. (142)																										
3433	Fairnington	P.	3	83	41	7	9	21	..	37	1	..	..	114	59	25	..	6	..	..	25	..	..	..	52	9	6
2694	Heiton	P.	1	75	69	14	27	22	..	63	1	1	..	123	61	34	..	8	..	2	18	..	..	..	63	6	0
3349	Roxburgh	P.	1	123	68	9	19	33	..	61	2	..	..	330	70	41	..	59	..	..	160	..	..	..	67	14	3
	ST. BOSWELL'S. (140)																										
3843	St. Boswell's	P.	3	125	77	13	22	25	5	65	2	1	..	284	73	40	..	50	..	..	120	1	..	..	77	10	9
	SMAILHOLM. (68)																										
17	Smailholm	P.	1	112	77	15	25	28	..	68	2	..	..	233	64	40	..	49	..	..	79	..	..	..	69	6	0
	SOUTHDEAN. (101)																										
4919	Glen Douglas	P.	2	77	33	9	16	11	..	36	1	..	..	119	43	20	..	5	..	..	45	..	..	..	49	6	6
564	Southdean	P.	2	110	58	5	19	23	..	47	2	..	..	227	62	29	..	57	..	..	78	..	..	..	62	4	9
	SPROUSTON. (154)																										
2008	Hadden	P.	1	68	24	3	5	6	..	14	1	..	..	81	23	12	..	3	..	..	43	..	..	..	19	10	8
1423	*Lempitlaw*	P.	1	90	68	8	21	26	..	55	2	..	1	182	75	36	..	10	..	..	47	..	..	13	63	3	0
168	Sprouston	P.	1	116	66	12	15	29	..	56	1	1	..	216	66	32	..	59	..	..	59	..	..	..	61	7	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROXBURGH—*cont.*																								
	TEVIOTHEAD. (88)																								
1364	Allanwater	P.	½	38	18	1	7	8	..	16	1	..	..	82	32	13	..	2	..	35	..	..	..	..	21 18 0
4211	Teviothead	P.	2	90	58	9	14	21	2	46	1	1	..	217	69	28	..	47	..	..	73	..	..	..	65 4 0
	YETHOLM. (152)																								
3598	Yetholm	P.	2	202	157	28	40	57	..	125	2	..	1	305	133	70	..	18	..	..	79	..	..	4	137 0 11
	TOTAL			11746	7469	1301	2251	2717	301	6570	152	28	87	22251	8049	3953	45	1887	70	243	7527	11	110	328	8176 18 0
	SHILKIRK.																								
	ASHKIRK. (73)																								
2580	Ashkirk	P.	2	130	50	9	20	15	1	45	2	..	..	243	62	25	..	56	..	..	97	2	..	1	59 18 8
	CADDONFOOT. (139)																								
4078	Caddonfoot	P.	3	136	83	11	27	31	..	69	2	..	..	231	83	43	..	11	..	..	90	..	..	1	85 16 9
	ETTRICK. (51)																								
6197	Chapelhope	P.	6	28	15	2	4	6	..	12	1	..	..	82	37	12	..	3	..	..	20	..	..	..	28 4 6
4143	Ettrick	P.	6	61	19	3	7	6	..	16	1	..	..	209	41	14	..	3	..	..	151	..	..	..	39 6 0
	GALASHIELS (Burgh) § 67.(2517)																								
4581	Galashiels (B).	P.	12	904	791	123	261	295	..	679	14	..	3	1650	701	359	..	36	..	..	497	7	..	1	737 5 5
380	Glendinning Terrace	P.	12	352	338	54	122	128	..	304	7	1	1	965	340	184	..	44	..	..	324	3	..	..	340 8 10
3763	Ladhope	P.	12	310	286	45	99	106	..	250	6	1	3	728	288	152	..	35	..	..	250	5	..	..	284 6 1
3081	Old Town	P.	12	450	241	42	62	95	..	205	4	2	3	765	255	123	..	32	..	..	351	4	..	..	293 1 4
157	Roxburgh Street	P.	12	749	303	57	63	4	148	267	8	..	4	1405	606	215	..	61	..	..	520	5	..	..	522 17 10
3440	Galashiels	P.	12	240	241	42	57	85	..	214	3	2	1	440	224	158	..	22	..	49	..	..	..	8	125 13 9
2564	Galashiels	M. C.	12	279	198	35	40	40	..	114	3	1	..	344	195	70	..	14	..	28	..	11	..	..	
	Galashiels (Landward). (67)																								
	Lindean																								

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516	Gilmanscleuch	P.	6	33	13	1	4	5	..	10	1	..	..	34	26	6	..	2	..	..	91	..	..	1	37	0	0
2	Kirkhope	P.	2	107	52	6	20	17	2	45	2	..	..	210	68	26	..	46	..	..	74	..	..	1	67	1	9
1862	Redfordgreen	P.	2	35	15	1	5	5	..	11	1	..	..	74	26	5	..	2	..	..	42	..	..	..	27	10	0
	SELKIRK (Burgh) § 67. (961)																										
279	Knowe Park	P.	11	539	405	69	113	134	47	363	9	1	1	1234	464	218	..	53	..	..	457	7	40	..	442	18	9
3366	Selkirk	P.	11	541	400	81	140	131	..	352	6	2	2	921	399	208	..	53	..	..	255	..	..	6	339	0	9
2933	Selkirk	R.C.	11	121	47	14	18	11	..	43	1	..	..	121	43	22	6	6	..	31	..	3	..	..	45	0	3
	SELKIRK (Landward). (305)																										
1166	Selkirk	P.	11	317	211	32	72	77	..	181	5	..	1	621	194	96	..	36	..	..	301	..	..	3	199	12	9
636	Bowhill	..	6	53	38	6	11	15	3	35	2	..	..	195	54	22	5	45	..	69	..	..	..	..	53	6	9
	YARROW. (89)																										
110	Megget	P.	6	27	22	3	6	11	..	20	1	..	..	124	35	11	..	3	..	..	75	..	..	..	35	16	0
1658	Mountbenger	P.	6	35	15	1	7	5	..	13	1	..	..	97	33	10	..	2	..	..	51	..	..	..	29	7	3
2658	Yarrow	P.	2	91	38	5	8	14	6	33	2	..	..	242	53	14	..	54	..	..	94	2	25	..	59	14	6
2969	*Yarrowford*	P.	6	45	14	4	6	4	..	14	1	..	..	73	32	10	..	2	..	..	29	..	..	..	29	0	0
	TOTAL			5642	3804	642	1218	1259	202	3321	83	10	19	11155	4243	1996	62	679	..	286	3847	49	65	15	4196	7	3
	SHETLAND.																										
	BRESSAY § 67. (132)																										
3796	Bressay	P	5	180	116	8	34	45	11	98	1	1	2	259	132	54	..	14	..	..	60	..	..	..	157	1	9
	DELTING § 67. (239)																										
1611	Brae	P.	5	64	43	1	20	17	..	38	1	..	..	90	61	23	..	6	..	..	1	..	..	..	65	3	0
1492	*Gonfirth*	P.	5	40	30	1	3	9	5	18	1	..	..	74	32	10	..	2	..	..	30	..	..	..	34	6	0
651	Mid Lee (or Firth)	P.	5	76	38	1	11	9	1	22	1	..	..	138	57	29	..	6	..	..	47	..	..	..	45	15	3
4130	Olnafirth	P.	5	40	30	..	7	16	..	23	1	..	..	91	49	15	..	4	..	..	23	..	..	..	41	14	6
196	Roe	P.	5	32	20	2	6	8	..	16	1	..	..	88	40	11	..	3	..	..	34	..	..	..	35	19	0
	DUNROSSNESS § 67. (629)																										
204	Bigton	P.	6	73	75	12	27	22	3	64	1	..	1	146	93	36	..	9	..	..	..	5	..	21	84	16	3
1945	Boddam	P.	6	120	79	9	20	31	7	67	1	..	1	142	96	41	..	10	..	..	..	8	..	22	90	12	6
648	Cunningsburgh	P.	6	129	115	15	39	32	6	92	1	1	1	213	128	57	..	14	..	..	..	1	..	29	123	6	6
1108	Fairisle	P.	5	48	42	10	9	12	8	39	1	..	..	78	69	25	..	6	..	..	..	..	..	13	65	4	6
838	Levenwick	P.	6	52	63	9	16	24	3	52	1	..	..	122	69	27	..	7	..	..	..	5	..	16	77	15	3
649	Quendale	P.	6	60	*50*	*9*	*14*	*17*	..	*40*	*p*	..	..	*100*	*63*	*24*	..	*6*	..	..	..	*4*	..	*13*	61	1	6
4289	Sandwick	P.	6	182	134	15	43	39	15	117	1	..	2	253	168	69	..	17	..	..	..	1	..	43	171	6	3
1959	Virkie	P.	6	70	69	14	15	31	3	63	1	..	1	122	74	32	..	8	..	..	..	1	..	19	84	4	0
	FETLAR § 67. (72)																										
659	Fetlar	P.	5	65	54	1	12	26	..	39	1	..	..	96	65	24	..	6	..	..	1	..	..	..	60	10	6
	LERWICK § 67. (1101)																										
4236	Burra	P.	5	130	98	3	26	42	..	71	1	1	..	207	134	59	..	15	..	..	..	..	..	..	97	12	6
2434	Central	P.	6	720	744	123	219	262	52	656	14	3	1	1885	945	333	..	96	..	..	432	14	..	15.	1075	2	5
1869	Gulberwick	P.	4	65	27	7	8	11	..	26	1	..	..	75	43	13	..	3	..	..	16	..	..	..	48	3	3.
6514	*Hamnavoe	P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2316 H.G.	Lerwick, Anderson, Educational Institute,	H.G.	6	184	71	..	..	..	63	63	3	1	..	914	290	42	..	11	103	..	219	..	250	..	282	4	7
1812	Quarff	P.	5	66	29	3	12	11	2	28	1	..	..	101	55	19	..	5	..	..	22	..	..	..	49	8	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	SHETLAND—*cont.*																								
	NESTING, LUNNASTING, WHALSAY & SKERRIES § 67. (444)																								
5660	Laxfirth	P.	6	48	22	..	7	12	..	19	p	..	..	58	26	10	..	3	..	..	3	..	..	..	38 10 6
680	Lunnasting	P.	6	100	64	..	18	27	..	45	1	..	1	131	69	28	..	7	..	..	22	..	..	..	82 12 6
1509	South Nesting	P	6	70	38	.	6	18	..	24	p	..	..	108	51	24	..	6	..	..	32	..	..	..	50 19 6
1542	Whalsay Brough	P.	6	112	110	9	28	50	2	80	2	..	..	172	130	55	..	14	..	..	..	10	..	..	129 19 6
2712	Whalsay Livister	P.	6	59	63	3	*21*	*34*	..	*55*	1	..	..	*104*	*87*	22	..	3	..	..	..	..	..	..	80 5 0
1084	Skerries	C.S.	5	72	30	15	7	3	..	25	1	..	..	81	38	12	3	3	..	25	..	..	..	..	44 11 9
	NORTHMAVINE § 67. (316)																								
1680	Eshaness	P.	5	60	27	..	10	14	..	24	1	1	..	128	41	15	..	4	..	..	24	..	..	4	42 3 6
4264	North Roe	P.	5	80	52	..	16	24	2	42	1	..	..	160	70	28	..	7	..	..	55	..	..	..	74 16 0
4223	Ollaberry	P.	5	77	52	2	12	23	3	40	2	..	..	178	70	28	..	7	..	..	71	1	..	2	69 0 0
1088	Sullom	P.	5	40	21	..	7	9	..	16	1	..	..	96	48	16	..	4	..	..	28	..	..	..	51 4 0
442	Urafirth	P.	5	60	51	..	15	21	3	39	1	..	..	99	74	26	..	6	..	..	..	..	..	..	68 19 3
	SANDSTING & AITHSTING § 67. (469)																								
1986	Clousta	P.	5	80	29	3	7	9	5	24	1	..	..	83	49	16	..	4	..	..	15	..	..	3	52 4 3
1509	Gruting	P.	5	80	61	1	19	25	..	45	1	..	1	109	58	26	..	6	..	..	16	..	..	..	64 7 0
1556	Sand	P.	5	54	32	1	9	14	1	25	1	..	1	94	39	16	..	4	..	..	36	..	..	..	39 14 3
1755	Sandsound	P.	5	80	24	2	9	9	..	20	p	..	..	72	36	11	..	3	..	..	21	..	..	..	41 3 3
1557	Skeld	P.	5	120	62	1	18	27	5	51	1	..	2	138	83	34	..	8	..	..	8	..	..	..	86 10 3
965	Twatt	P.	5	90	75	1	20	30	..	51	1	..	1	107	72	32	..	8	..	..	..	..	..	..	70 5 9
1748	West Burrafirth	P.	5	48	27	..	7	14	..	21	1	..	..	76	42	14	..	4	..	..	15	..	..	..	40 6 9
	TINGWALL, WHITENESS, and WEISDALE § 67. (893)																								
1280	Girlsta	P.	5	80	29	3	9	11	..	23	p	..	..	74	46	15	..	4	..	..	8	..	..	..	45 0 9
714	Gott	P.	5	80	42	3	12	15	..	30	1	..	1	78	60	17	..	5	..	..	20	..	..	..	57 15 0
2556	Hamnavoe	P.	5	176	142	12	36	80	14	130	2	1	2	244	187	73	..	18	..	..	70	..	..	..	178 18 0
1240	Tingwall	P.	5	120	92	7	23	36	3	69	2	..	1	156	120	46	..	11	..	..	45	..	..	..	117 12 0
1270	Weisdale	P.	5	120	82	6	21	32	3	62	2	..	1	156	107	46	..	11	..	..	40	..	..	..	104 4 0

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	UNST. (290)																							
491	Baltasound	P.	5	80	43	..	..	13	19	32	1	..	..	124	50	22	..	5	..	..	46	..	..	..	46	10	9
548	Haroldswick	P.	5	81	37	1	24	39	..	64	1	1	1	163	76	41	..	10	..	..	35	..	..	..	75	10	3
568	Uyasound	P.	5	70	34	5	10	12	..	27	1	..	..	98	29	16	..	4	..	..	44	..	..	..	33	11	0
524	Westing	P.	5	50	31	..	15	12	..	27	p	..	..	91	42	19	..	5	..	..	25	..	..	..	43	12	0
	WALLS, SANDNESS, PAPA, and FOULA § 67. (333)																							
68	Dale	P.	5	24	15	..	7	8	..	15	p	..	..	77	7	7	..	..	..	..	63	..	..	..	28	4	8†
1859	Foula	P.	5	25	19	3	3	8	..	14	1	..	..	50	28	7	..	2	..	..	18	..	..	..	24	10	0
1062	Happyhansel	P.	6	90	64	5	16	26	5	52	1	..	..	149	78	33	..	48	..	..	..	..	..	..	74	9	6
1104	Midwalls	P.	6	60	44	1	12	18	..	31	1	..	..	111	50	21	..	5	..	..	35	..	..	..	45	3	6
1146	Papa Stour	P.	6	94	51	..	16	29	..	45	1	..	..	79	118	23	..	15	..	..	..	..	..	..	70	12	9
1051	* Sandness	P.	6	82	72	11	20	31	..	62	1	1	..	150	87	39	..	10	..	..	14	..	..	..	80	12	3
	YELL § 67. (443)																							
1957	Burravoe	P.	5	60	59	3	17	27	4	51	1	..	..	130	70	27	..	7	..	..	27	..	..	..	33	10	9
660	Cullivoe	P.	5	60	37	..	12	14	..	26	1	..	..	85	40	15	..	4	..	..	27	..	..	..	38	14	0
2580	East Yell	P.	5	44	37	1	8	15	4	28	p	..	..	73	54	17	..	4	..	..	..	..	..	..	57	5	0
1906	Gutcher	P.	5	30	19	1	5	7	..	13	p	..	..	117	46	16	..	4	..	..	51	..	..	..	45	11	6
694	Mid Yell	P.	5	134	84	6	22	33	3	64	2	..	1	248	109	47	..	12	..	..	81	..	..	..	95	8	9
6510	*Northavoe	P.	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
122	Ulsta	P.	5	30	23	3	4	15	..	22	1	..	..	76	52	15	..	4	..	..	3	2	..	..	44	4	3
166	Westsandwick	P.	5	36	25	..	10	13	1	24	1	..	..	76	49	15	..	4	..	..	9	..	..	..	43	5	9
1884	West Yell	P.	5	50	25	..	9	11	1	21	p.	..	..	78	48	13	..	3	..	..	13	..	..	..	42	12	0
	Total-			5261	3964	358	1129	1525	256	3268	81	14	18	10211	5366	2025	16	551	103	56	1966	52	250	210	5409	7	0
	STIRLING.																							
	AIRTH. 289																							
2135	Airth	P.	3	182	168	32	58	62	3	155	3	1	1	462	162	..	..	88	..	..	177	10	25	..	154	15	2
1220	South Alloa	P.	3	100	65	14	17	22	2	55	1	1	..	230	59	32	..	48	..	..	87	4	..	..	62	0	0
3548	Dunmore Village	E.	3	84	50	7	19	20	..	46	1	1	..	171	49	27	7	47	..	39	..	4	..	..	50	9	6
	BALDERNOCK. (106)																							
3920	Baldernock	P.	2	122	72	11	21	22	5	59	1	1	..	345	82	38	..	49	..	..	175	..	..	..	81	2	0
	BALFRON. (196)																							
4807	Balfron	P.	2	208	168	22	58	60	5	140	3	1	..	526	169	91	..	41	..	..	223	3	..	..	161	15	4
	BUCHANAN. (76)																							
639	Buchanan	P.	6	65	44	4	15	17	5	41	2	..	..	344	97	54	..	50	..	..	143	..	..	..	95	2	9
828	Sallochy	P.	6	38	13	2	6	4	..	12	1	..	..	94	28	10	..	2	..	..	52	..	..	3	28	0	0
	CAMPSIE. (1085)																							
296	Craighead	P.	4	260	196	38	59	51	18	166	3	2	..	636	200	91	..	43	3	..	295	..	..	5	212	15	3
4742	Glen	P.	4	36	23	3	11	..	..	19	p	..	..	76	20	12	..	3	..	..	33	1	..	6	19	12	9
3298	Lennoxtown	P.	4	450	376	63	97	134	33	327	4	3	2	861	424	209	..	52	..	..	131	44	..	..	424	7	3
297	Torrance	P.	5	276	163	42	48	49	3	147	2	2	..	446	179	92	..	23	..	..	136	15	..	..	168	16	0
3263	Lennoxtown, St. Machan's	R.C.	10	288	240	41	77	102	..	220	4	..	..	586	245	134	34	34	..	91	..	14	..	..	240	16	0
	DENNY § 67. (1773)																							
4506	Denny	P.	3	1042	835	143	267	291	66	767	17	..	7	2208	888	435	..	109	..	..	702	7	..	63	993	13	9
6500	‡Dennyloanhead	P.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
364	Lawhill	P.	3	50	34	5	9	15	..	29	1	1	..	152	31	16	..	4	..	..	98	..	..	2	31	19	9

* New School.—Grant to run as from 1st June, 1906. † For 11 months. ‡ New School.—Grant to run as from 1st April, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5-14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1904-1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905-1906. £ s. d.
	STIRLING—*cont.*																								
	Denny—*cont.*																								
1272	Longcroft	P.	3	452	485	90	158	211	..	459	7	1	2	1121	484	260	..	65	..	..	275	1	..	37	511 19 9
2907	Denny	R.C.	11	332	333	76	92	124	..	292	3	4	..	706	306	178	44	44	..	70	..	9	..	..	309 11 0
	Drymen. (201)																								
3670	Auchentroig	P.	3	59	35	1	12	18	..	31	1	..	..	99	47	18	..	5	..	..	29	..	..	..	50 3 6
239	Drymen	P.	2	150	107	18	33	43	7	101	2	1	..	346	124	58	..	14	..	..	150	..	..	..	122 14 9
1066	*Finnich Combination*	P.	3	51	37	13	15	5	..	33	1	..	..	106	41	19	..	5	..	..	41	..	..	..	42 4 0
	Dunipace § 67. (483)																								
3753	Dunipace	P.	6	359	254	51	83	53	46	233	4	1	2	646	216	132	..	34	..	..	265	..	..	..	233 8 2
1131	Torwood	P.	6	112	43	11	10	10	..	31	1	1	..	170	34	21	..	5	..	..	110	..	..	..	35 13 3
	Falkirk (Burgh) § 67. (4164)																								
1409	Bainsford	P.	4	975	929	206	286	290	25	807	18	2	4	2404	957	493	..	123	..	..	711	121	..	..	924 14 9
905	Camelon	P.	4	1080	886	171	297	278	21	767	15	3	2	2039	833	451	..	113	..	..	642	..	..	..	695 11 8
6428	Carmuirs	P.	4	800	673	155	223	225	17	620	13	3	2	1679	643	330	..	83	..	..	624	..	..	..	716 12 8
3125	Central	P.	4	384	322	93	118	67	..	278	5	2	3	844	271	154	..	39	..	..	324	56	..	..	298 18 6
1572	Comely Park	P.	4	901	886	174	273	302	35	784	16	..	4	2028	861	458	..	114	..	..	467	127	..	..	950 2 3
2376	¶High	P.	4	427	412	55	124	100	..	369	9	1	3	1307	410	218	..	54	..	..	314	311	..	..	426 9 6
2265	Northern	P.	4	1141	767	165	236	244	18	663	14	2	1	2081	733	398	..	100	..	..	677	122	..	..	750 9 7
6400	Victoria	P.	4	1339	1153	226	352	410	48	1036	23	1	6	2864	1174	583	..	146	..	..	794	169	..	..	1258 19 3
3124	St. Francis	R.C.	11	503	422	87	138	137	..	357	4	5	1	894	313	177	45	45	..	135	..	4	..	..	359 17 7
	Falkirk (Landward) § 67. (3427)																								
1192	Auchengean	P	12	118	70	9	19	36	..	64	2	..	..	253	98	41	..	11	..	..	108	..	..	..	61 5 6
2993	*Bonnybridge*	P.	12	762	590	118	193	215	32	558	12	1	4	1809	694	361	..	86	7	..	686	..	..	5	690 3 3
547	Greenhill	P.	12	516	415	79	138	156	14	387	8	..	4	1174	416	239	..	51	..	..	479	..	..	..	484 10 3
1232	Lauriston	P.	12	944	631	138	198	212	20	568	12	1	4	1810	677	360	..	87	..	..	665	11	..	..	672 13 4
	Fintry. (56)																								
3130	Fintry Stewart's	P.	2	68	69	12	18	27	6	63	1	1	..	227	74	38	..	8	40	..	67	..	..	..	80 17 2
	Glassonock. (116)																								
3140	Glassonock	P.	2	107	98	10	22	47	.	81	2			277	88	47		11			122	10			80 2 7

	GRANGEMOUTH § 67 (3691).																										
2995	Bothkennar	P.	9	405	286	49	85	131	..	265	6	1	1	906	316	168	..	43	..	..	308	17	..	55	298	10	9
3550	Dundas	P.	9	905	614	1	315	232	..	548	10	1	5	1374	723	262	..	120	..	..	266	3	..	..	627	10	6
5866	Grange	P.	6	648	397	..	..	307	35	342	8	..	4	1337	441	207	..	54	..	..	677	8	..	..	497	19	11
5866 H.G.	Grange, H.G.	H.G.	6	296	107	..	..	..	93	93	4	..	..	751	329	55	..	12	..	..	204	..	150	..	379	0	11
6464	Grangemouth Infant	P.	9	560	404	257	97	..	..	354	7	1	6	807	188	259	..	49	..	..	311	..	..	..	355	18	6
3338	Polmont	P.	9	278	228	42	78	89	..	209	4	1	3	699	243	131	..	32	..	..	294	..	..	..	236	6	9
3592	Polmont, Redding Village	P.	9	212	192	57	97	20	..	174	3	..	3	461	170	83	..	25	..	..	178	..	..	..	135	16	6
1394	Polmont, Shieldhill	P.	9	300	296	59	106	99	..	261	5	1	3	721	281	156	..	39	..	..	235	8	..	1	202	17	9
6451	Redding	P.	9	448	340	..	18	239	41	298	7	1	2	948	502	161	..	40	..	..	244	..	..	..	428	2	9
3585	Wallacestone	P.	9	395	323	110	148	29	..	287	5	..	5	766	293	150	..	42	..	..	276	..	..	5	303	10	9
592	Zetland	P.	9	371	345	31	134	99	..	314	6	1	3	825	338	190	..	46	..	..	249	1	..	..	353	13	0
6409	Sacred Heart	R.C.	9	102	83	14	32	26	..	72	1	..	..	213	64	41	..	11	..	63	..	..	..	..	77	17	6
	KILLEARN. (186)																										
167	Killearn	P.	2	210	95	13	23	41	7	84	2	1	..	384	108	49	....	53	..	..	173	..	..	..	104	12	3
	KILSYTH § 67. (1739)																										
168	Academy	P.	11	1666	1515	309	442	508	56	1315	27	1	9	3461	1560	799	..	199	..	..	282	126	..	545	1544	6	6
3735	Kilsyth	R.C.	11	349	344	38	104	110	..	302	2	3	2	609	296	178	42	42	2	31	.	4	..	..	298	17	6
	KILSYTH (Landward). (560)																										
6259	Banknock	P.	2	200	152	35	51	52	..	138	3	1	1	444	149	52	..	50	..	..	164	..	..	..	148	1	6
4522	Banton	P.	2	183	148	26	49	55	..	130	3	1	1	409	140	73	..	39	..	..	156	..	..	..	129	17	11
470	Chapel Green	P.	2	196	178	43	58	54	..	155	3	1	..	425	156	87	..	42	..	..	140	..	..	..	165	3	6
	KIPPEN. (288)																										
1097	Arnprior	P.	1	100	61	8	23	22	3	56	1	..	..	200	60	32	..	48	..	..	61	..	..	..	64	9	6
4486	*Bucklyvie*	P.	1	120	107	19	29	48	..	96	2	..	..	230	99	53	..	13	..	..	66	..	..	..	105	5	6
3234	Kippen	P.	1	191	144	24	41	58	10	133	2	2	..	415	168	82	..	21	..	..	144	..	..	..	164	11	0
	LARBERT § 67. (2489)																										
6339	Carron	P.	12	720	628	139	182	192	24	537	10	3	3	1650	626	307	..	78	..	..	318	5	..	315	637	14	4
2688	*Carronshore*	P.	12	580	505	100	158	170	25	453	9	2	..	1544	532	264	..	66	..	..	415	..	..	266	541	14	10
4524	Larbert, Central	P.	12	1148	996	232	276	321	62	891	18	..	6	2565	1076	536	..	134	..	..	269	10	..	540	1089	1	8
3256	Larbert, Village	P.	12	1037	678	133	216	232	30	610	13	1	3	1908	695	337	..	86	..	..	436	1	..	347	730	1	8
	LOGIE. (700)																										
2999	Bridge of Allan	P.	3	550	333	64	95	122	15	296	4	3	1	1080	311	160	..	40	..	..	566	5	..	..	353	4	3
3619	Causewayhead	P.	3	120	84	15	31	29	..	75	2	..	..	257	77	43	..	11	..	..	126	..	..	..	81	5	3
	MUIRAVONSIDE § 67. (1280)																										
2708	Blackbraes	P.	1	366	332	47	120	128	..	295	5	4	..	919	345	118	..	46	..	..	327	..	..	84	335	1	2
851	Drumbowie	P.	1	541	327	70	105	119	..	294	5	4	..	1020	323	98	..	43	..	..	479	..	..	76	327	11	1
1130	Maddiston, Infant	P.	1	112	85	33	39	3	..	75	1	2	..	192	89	31	..	13	..	..	37	..	..	21	77	3	9
542	Muiravonside	P.	1	235	185	41	38	85	..	164	2	2	2	556	191	69	..	25	..	..	225	..	..	47	190	10	3
	ST. NINIAN'S. (1698)																										
2424	Bannockburn	P.	1	667	587	107	175	178	16	476	10	..	3	1278	527	278	..	69	..	10	367	27	..	..	553	6	9
3931	Cambusbarron	P.	1	251	257	47	83	86	23	239	5	1	1	655	287	142	..	35	..	..	189	..	..	2	311	0	7
5877	Cowie	P.	1	538	308	69	101	95	8	273	4	2	..	686	281	156	..	37	..	..	212	..	..	..	304	15	0
3114	East Plean	P.	1	350	323	61	99	112	..	272	6	..	1	666	347	149	.	34	..	..	236	..	..	..	294	6	6
338	Fallin	P.	1	60	36	13	9	9	..	31	1	..	..	129	36	13	..	3	..	..	77	..	..	..	47	1	3
3378	Milton	P.	1	150	106	23	34	40	..	97	2	1	..	286	100	52	..	14	..	..	120	..	..	..	104	15	0
684	Muirland	P.	2	40	15	1	5	8	..	14	1	..	..	109	30	7	..	2	..	..	71	..	..	..	31	2	6
64	West Plean	P	1	100	65	14	20	21	..	55	2	..	..	186	51	29	..	47	..	..	59	..	..	..	59	0	9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1904–1905. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools. £	General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to Children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1905–1906. £ s. d.
	STIRLING—*cont.*																								
	ST. NINIAN'S—*cont.*																								
6122	Bannockburn, St. Mary's	R.C.	9	353	171	40	54	56	..	150	2	1	..	304	129	90	20	0	..	42	..	13	..	..	160 11 0
4116	Sauchie, Female	..	2	71	32	4	10	14	..	28	1	..	..	120	46	17	4	4	..	49	..	..	..	..	45 19 6
	SLAMANNAN § 67. (1233)																								
1653	*Avonbridge*	P.	5	205	208	23	78	73	..	174	3	1	..	462	165	100	..	25	..	..	169	2	..	..	175 2 9
1433	Limerigg	P.	5	332	181	41	55	65	..	161	2	..	1	496	213	114	..	29	..	..	129	..	..	1	173 4 3
2696	Rosemount	P.	5	146	133	33	41	45	..	119	2	1	2	359	137	76	..	19	..	..	127	..	..	..	129 14 3
4284	Slamannan	P.	5	613	408	76	128	127	16	347	4	3	2	981	447	238	..	59	..	..	234	1	..	2	390 16 3
2041	Barnsmuir	R.C.	5	132	62	12	21	22	..	55	1	..	..	145	54	35	9	9	..	28	..	..	..	..	59 10 0
	STIRLING (Burgh). (3520)																								
804	Abbey	P.	4	69	52	13	19	15	..	47	1	1	..	155	47	26	..	47	..	..	25	..	..	..	49 13 9
3879	Allan's	P.	4	876	812	128	243	319	55	745	15	1	6	2127	978	445	..	111	22	..	583	1	..	8	993 1 6
386	Craig's	P.	5	701	666	99	233	246	43	622	14	1	4	1843	790	374	..	94	..	..	583	2	..	..	811 14 0
655	¶High	P.	5	244	209	32	84	70	..	186	5	..	2	796	210	113	..	28	..	..	181	264	..	..	210 15 6
3813	St. Ninian's	P.	4	360	371	69	127	124	11	331	8	..	1	994	367	188	..	47	..	..	381	10	..	1	397 19 8
277	Territorial	P.	5	768	608	112	215	185	32	544	11	1	6	1726	598	301	..	75	..	..	749	3	..	..	675 0 9
3364	Episcopal	E.	2	422	291	58	106	95	..	259	4	3	..	637	270	143	39	37	..	31	..	12	..	24	285 17 3
2887	St. Mary's	R.C.	11	396	445	99	137	147	..	383	6	1	..	697	356	199	49	49	3	16	..	24	..	..	384 6 3
	STRATHBLANE. (149)																								
3872	Strathblane	P.	1	243	122	17	40	45	5	107	2	..	..	366	119	97	..	16	..	..	180	2	..	2	126 15 9
	TOTAL			36462	29014	5706	9083	9942	1044	25775	509	99	145	76274	29491	14374	291	4306	97	616	21966	1632	175	2455	30528 7 7
	SUTHERLAND.																								
	ASSYNT § 67. (419)																								
3117	Achnaelvich	P.	7	50	37	4	10	15	..	29	1	..	..	83	48	15	..	4	..	..	16	..	..	..	47 8 3
2964	Assynt	P.	7	82	10	1	4	4	..	9	0	..	..	55	28	3	..	1	..	..	17	..	..	..	26 15 0
3365	Drumbeg	P.	7	58	45	7	14	17	..	37	1	..	1	120	52	27	..	3	..	..	26	..	..	..	73 3 3
4003	Kinlochbervie	P.	7	80	80	8	8	13	..	29	1	..	1	121	51	12	..	4	..	..	31	..	..	..	54 1 3

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	CLYNE § 67. (325)																							£ s. d.	
3028	Clyne	P.	6	327	225	37	67	80	..	184	4	1	3	545	276	121	..	30	..	..	50	..	..	67	273 18 0
3028 H.G	Clyne H.G.	H.G.	6	77	37	..	..	..	29	29	2	..	..	254	116	21	..	5	..	..	22	..	85	6	117 10 0
		P.																							
1140	Doll	P.	6	82	31	4	11	11	..	26	1	..	..	85	30	14	..	3	..	..	30	..	..	8	33 13 9
815	Strathbora	P.	6	28	19	1	6	9	..	16	p	..	..	94	41	12	..	3	..	..	33	..	..	5	42 7 9
	CREICH. (279)																								
2960	Bonar Bridge	P.	6	198	130	20	34	50	11	115	2	1	2	463	194	70	..	18	..	..	181	..	..	..	195 11 6
2608	Invershin	P.	6	40	17	1	6	10	..	17	1	..	..	87	34	8	..	2	..	..	48	..	..	..	37 12 6
2261	Larachan	P.	6	100	43	8	7	19	4	38	1	..	..	124	74	23	..	6	..	..	21	..	..	..	70 9 6
616	Rosehall	P.	6	90	59	5	13	26	6	50	1	1	1	272	112	37	..	49	..	..	75	..	..	..	108 10 0
	DORNOCH § 67. (486)																								
1713	Balvraid	P	6	80	51	2	13	27	..	42	1	1	..	134	68	25	..	6	..	..	96	..	..	..	72 12 6
3087	Dornoch Burgh	P.	6	278	176	27	56	77	..	160	4	..	5	382	192	88	..	52	..	..	40	..	..	10	246 0 0
3087 H.G	Dornoch Burgh H.G.	H.G.	6	104	40	..	..	..	35	35	1	..	..	324	143	26	..	6	..	..	63	..	85	..	158 12 9
		P.																							
2992	Embo	P.	6	161	150	45	38	54	..	137	2	1	..	288	169	79	..	20	..	..	21	..	..	..	175 3 6
2599	Rearquhar	P.	6	100	33	1	13	16	..	30	1	..	..	96	40	19	..	5	..	..	32	..	..	..	39 17 6
2164	Skibo	P.	6	82	32	8	14	8	..	30	1	..	..	98	52	20	..	5	..	..	21	..	..	..	47 15 0
	DURNESS § 67. (159)																								
2361	Durine	P.	7	130	88	14	29	25	12	80	2	1	..	493	133	50	..	52	60	..	199	..	..	..	116 1 11
4804	Laid	P.	7	40	26	2	7	10	6	25	1	..	..	276	87	34	..	8	..	..	148	..	..	..	90 3 0
	EDDRACHILLIS (262)																								
2614	Badcall Inc ard	P.	7	80	50	7	17	15	3	42	1	1	..	241	72	29	..	57	34	..	49	..	..	..	74 13 9
6393	Fanagmore	P.	8	32	23	1	9	10	..	20	1	..	..	123	42	11	..	3	..	..	67	..	..	..	41 19 0
2349	Old Shore	P.	7	84	79	12	20	33	..	79	1	1	..	240	87	39	..	10	..	..	105	..	..	..	86 12 0
3115	Scourie	P	7	87	50	6	13	21	4	44	1	..	1	258	73	29	..	7	..	..	149	..	..	..	78 18 2
	FARR. (432)																								
2762	Armadale	P.	3	54	27	4	9	8	..	21	p	..	..	101	34	11	..	3	..	..	54	..	..	..	41 19 6
1113	Dalhalvaig	P.	3	60	40	4	14	17	1	36	2	..	..	227	72	24	..	56	..	..	75	..	..	..	67 13 9
817	Farr	P.	3	108	91	14	24	35	6	79	2	..	1	488	152	63	..	16	..	..	258	..	..	..	158 19 3
1743	Kirtomy	P.	3	62	34	4	9	16	..	29	1	..	..	117	54	18	..	5	..	..	39	..	..	1	58 1 6
2801	Melvich	P.	3	149	110	22	40	80	7	99	1	1	1	228	125	55	..	14	..	..	88	..	..	1	136 6 6
6504	* Strathnaver	P.	3	..	..	..	..	..	...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	—
2570	Strathy	P.	3	90	68	4	27	28	..	59	1	1	..	192	80	34	..	8	25	..	45	..	..	..	86 19 6
	GOLSPIE § 67. (310)																								
3178	Golspie	P.	6	291	248	43	72	106	..	221	4	1	4	502	326	95	..	37	..	..	44	..	..	..	343 18 6
3178 H.G.	Golspie H.G	H.G.	6	98	30	..	.	..	27	27	1	..	..	376	89	17	..	3	60	..	121	..	85	..	128 8 0
		P.																							
6470 H.G.	Sutherland Technical, H.G.	..	6	134	32	..	..	..	32	32	2	..	..	969	108	10	4	4	..	840	..	9	..	..	199 12 2
	KILDONAN. (336)																								
3095	Helmsdale	P.	6	322	224	37	72	75	..	184	4	2	1	494	243	108	..	28	..	..	116	..	..	..	264 1 3
3095 H.G.	Helmsdale, H.G.	H.G.	6	52	23	..	..	..	20	20	1	..	..	305	78	12	..	3	..	..	127	..	85	..	93 14 3
		P.																							
4563	Kildonan	P.	5	29	17	..	2	5	7	14	1	..	..	68	34	9	..	2	..	..	23	..	..	..	32 6 0
1987	Kinbrace	P.	5	34	31	4	8	11	4	27	1	..	..	100	59	19	..	5	..	..	17	..	..	..	56 13 3

New School—Grant to run as from 1st June 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	SUTHERLAND—*cont.*																								
	LAIRG. (180)																								
4029	Lairg	P.	6	128	107	10	34	52	..	96	2	1	2	297	141	62	..	56	..	..	37	..	..	1	155 12 6
4029 H.G.	Lairg, H.G.	H.G. P.	6	76	24	..	..	..	21	21	1	..	..	202	8	11	..	3	..	..	36	..	75	..	99 15 3
1876	Shinness	P.	6	78	21	1	9	9	..	19	1	..	..	94	37	10	..	3	..	..	44	..	..	..	40 1 3
	LOTH. (97)																								
3797	Loth	P.	6	60	16	3	3	10	..	16	p	..	..	79	40	11	..	3	..	..	24	..	..	..	34 18 0
4562	Portgower	P.	6	51	36	6	9	18	..	33	1	..	..	86	56	21	..	5	..	..	4	..	..	..	53 1 0
	ROGART. (169)																								
3896	Blarich	P.	6	81	40	2	13	16	3	34	1	1	..	210	57	20	..	45	..	..	88	..	..	..	58 9 6
2285	Rhilochan	P.	6	43	24	2	6	10	..	18	1	..	..	113	32	12	..	3	..	..	65	..	..	..	30 2 6
3795	Rogart	P.	6	109	64		28	18	8	56	2	..	..	257	97	35	..	59	..	..	67	..	..	..	105 2 3
	TONGUE § 67. (365)																								
3331	Melness	P.	7	205	94	9	23	46	..	78	2	1	1	308	59	46	..	11	..	..	117	..	..	45	91 15 4
2170	Skerray	P.	7	110	104	12	28	44	4	88	1	2	..	257	114	50	..	13	..	..	80	..	..	50	150 5 0
199	Tongue	P.	7	109	73	7	18	28	4	57	1	1	1	359	130	52	.	13	..	..	115	..	..	48	113 18 3
	TOTAL			5256	3306	438	917	1213	279	2847	75	19	27	12294	4843	1734	4	787	209	840	3211	10	415	248	5188 3 0
	WIGTOWN.																								
	GLASSERTON. (133)																								
3166	Glasserton	P.	2	94	50	9	18	15	..	42	2	..	..	..	..	..	..	..	..	..	..	..	..	..	60 5 3
148	Knock	P.	2	91	27	5	8	7	..	20	1	..	..	..	..	..	..	..	..	..	..	..	..	..	32 9 9
724	Ravenstone	P.	2	74	43	4	10	16	..	30	1	..	..	..	..	..	..	..	..	..	..	..	..	..	49 10 9
	INCH. (421)																								
3005	Cairnryan	P.	4	91	41	7	18	16	..	35	1	..	..	152	54	28	..	42	..	..	32	..	..	..	51 18 0
3124	Castle Kennedy	P.	4	110	55	10	25	24	..	71	1	..	..	205	77	41	..	57	..	..	57	..	..	..	72 7 0
3017	Inchanna	P.	4	121	125	15	24	22	..	61	2	..	..	155	55	41	..	57	..	..	57	..	..	..	72 7 0
3004	Lochans	P.	4	120	120	15	24	22	..	61	2	..	..	155	55	41	..	57	..	..	57	..	..	..	72 7 0

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	KIRKCOLM. (201)																										
3705	Douloch	P.	4	105	76	10	26	28	..	64	2	..	..	282	76	37	..	9	..	..	160	..	..	..	81	5	6
3663	Kirkcolm	P.	4	168	100	7	26	45	..	78	2	1	..	329	93	49	..	52	..	..	135	..	..	..	88	15	3
934	Village	P.	4	49	41	20	20	1	..	41	1	..	..	87	37	22	..	5	..	..	24	..	..	..	41	14	3
	KIRKCOWAN. (207)																										
787	Darnow	P.	4	50	25	2	9	10	..	21	1	..	..	95	35	11	..	3	..	..	46	..	..	..	36	16	0
10	Kirkcowan	P.	4	250	192	34	52	33	..	169	3	..	2	450	188	100	..	25	..	..	137	..	..	..	186	2	9
	KIRKINNER. (268)																										
3875	Kirkinner	P.	3	178	134	21	39	43	..	108	2	..	..	336	119	65	..	16	..	..	186	..	..	..	117	16	6
4433	Longcastle	P.	3	109	77	14	18	28	..	60	2	..	..	217	65	35	..	49	..	..	68	..	..	..	65	4	0
2474	Malzie	P.	3	57	32	6	9	11	..	26	1	..	..	110	49	19	..	5	..	..	33	..	..	..	43	2	9
	KIRKMAIDEN. (413)																										
3696	Central	P.	4	230	154	21	43	51	7	122	3	..	2	398	147	75	..	19	..	..	150	..	..	2	149	5	9
2492	Northern	P.	4	190	122	15	37	43	5	100	3	..	1	371	113	61	..	55	..	..	142	..	..	..	118	16	9
3342	Southern	P.	4	85	61	7	18	24	..	49	1	1	..	217	68	31	..	58	..	..	66	..	..	..	64	3	0
	LESWALT. (197)																										
3559	Larbrax	P.	4	55	46	10	11	15	..	36	1	..	..	138	114	21	..	5	..	..	..	..	..	..	49	19	9
178	Leswalt	P.	4	200	110	13	35	37	..	85	2	..	2	295	111	58	..	15	..	..	111	..	..	..	96	14	3
	MOCHRUM. (420)																										
1276	Culshabbin	P.	2	60	53	9	16	21	..	46	1	1	..	174	62	31	..	7	..	..	78	..	..	1	68	2	0
2912	Elrig	P.	2	80	41	9	13	13	..	35	1	1	..	145	30	19	..	5	..	..	88	..	..	3	37	10	3
544	Mochrum	P.	2	132	116	17	36	45	..	98	2	1	..	258	105	58	..	14	..	..	79	..	..	2	107	8	9
3700	Port William	P.	2	240	165	32	40	52	7	131	3	1	..	429	138	72	..	19	..	..	199	..	.	1	151	1	0
	NEW LUCE. (122)																										
673	Glenwhilly	P.	3	31	27	4	9	11	..	24	1	..	..	71	38	13	..	3	..	..	17	..	..	..	41	6	9
2806	New Luce	P.	3	154	108	23	26	39	..	88	2	1	..	266	95	53	..	53	1	..	58	..	..	6	94	19	3
	OLD LUCE or GLENLUCE. (413)																										
3092	Drochduil	P.	3	120	83	13	22	35	..	70	2	..	..	237	91	50	..	12	..	..	84	..	..	..	76	18	3
3519	Glenluce Academy	P.	3	313	230	31	72	81	17	201	3	2	2	621	238	115	..	29	..	..	231	..	8	..	232	17	5
2100	Glen of Luce	P.	3	132	94	13	29	32	..	74	1	..	2	193	100	46	..	11	..	..	37	..	..	..	99	11	3
	PENNINGHAME. (623)																										
3021	Challoch	P	2	49	33	6	9	13	..	28	2	..	..	137	35	19	..	55	..	..	29	..	..	..	30	15	9
2355	Corsbie, Infants	P.	11	121	86	68	..	..	..	68	1	..	2	178	72	40	..	11	..	..	55	..	..	..	69	12	0
2629	Grange	P.	2	100	61	9	18	21	..	48	1	1	..	175	65	25	..	47	..	..	38	..	..	..	68	11	6
444	Loudon	P.	2	54	43	6	15	13	..	34	1	..	..	93	34	12	..	4	..	..	42	..	..	..	44	14	0
3321	Penninghame	P.	11	292	260	..	94	136	..	230	5	1	1	615	276	137	..	36	..	..	149	..	18	..	268	6	0
3969	Newton Stewart, St. Ninian's	R.C.	11	145	49	17	15	18	..	45	1	..	..	101	48	29	7	7	..	9	..	..	..	..	46	17	3
	PORTPATRICK. (209)																										
2781	Portpatrick	P.	5	277	173	22	55	65	..	142	2	1	..	393	157	86	..	22	..	..	128	..	..	1	156	2	3
	SORBIE. (288)																										
3151	Garlieston	P.	2	225	161	47	86	47	9	139	3	..	1	401	142	81	..	20	..	..	159	..	..	..	161	18	0
2679	Sorbie	P.	2	208	144	11	38	26	37	112	2	..	1	269	140	77	..	19	..	..	33	..	..	..	130	1	0
	STONEYKIRK. (525)																										
2139	Ardwell	P.	5	160	111	16	36	43	..	95	2	1	..	318	116	64	..	16	..	..	122	..	..	..	104	3	3
2496	Meoul	P.	5	102	86	10	26	35	..	71	2	..	..	255	87	45	..	11	..	..	112	..	..	..	88	10	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board District (with population of school age, 5–14, in 1901) and of School.	Denomination.	Last Month of School Year.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from										Annual Grant paid at end of School Year 1905–1906.
						Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
								(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.															
														£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	WIGTOWN—*cont.*																								
	STONEYKIRK—*cont.*																								
2623	Sandhead	P.	5	117	91	15	37	31	..	83	2	..	..	248	86	50	..	13	..	..	99	..	..	..	84 12 0
3994	Stoneykirk, No. 2	P.	5	193	126	18	39	49	..	106	3	..	..	334	121	65	..	16	..	..	131	..	..	..	116 6 3
	STRANRAER (Burgh) § 67. (1237)																								
102	Academy	P.	5	345	375	60	105	119	53	337	7	2	2	1089	462	207	..	52	..	..	234	..	..	84	457 5 9
2464	Lewis Street, Elementary	P	12	459	373	56	119	150	..	325	6	3	1	866	388	210	..	52	..	..	216	..	..	..	363 5 0
2098	Sheuchan	P.	12	302	273	46	91	96	..	233	4	..	2	576	269	147	..	36	..	..	123	..	..	..	260 14 6
1287	St. Joseph's	R.C	12	110	108	22	31	47	..	100	2	1	..	278	109	60	15	55	..	40	..	..	..	..	108 18 9
	WHITHORN. (436)																								
4087	Isle of Whithorn	P.	2	121	101	20	25	35	..	80	2	..	1	260	75	39	..	10	..	..	135	..	..	..	88 7 9
188	Whithorn	P.	2	313	323	53	94	104	19	270	4	1	1	679	203	156	..	41	..	..	209	..	70	..	171 1 6
	WIGTOWN. (350)																								
26	Burgh and Parish	P.	9	356	270	31	81	85	22	219	5	..	1	674	270	130	..	33	..	..	156	13	70	2	273 8 3
1888	All Souls'	R.C.	9	105	43	8	8	19	..	35	1	..	..	98	39	19	5	5	..	24	..	..	..	..	86 2 0
	TOTAL			7905	5856	922	1727	2086	176	4917	108	22	25	14777	5657	2926	27	1104	1	78	4714	13	166	100	5668 13 2

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TABLE

SUMMARY OF PRECEDING

County.	Number of Schools.	Population of School Age (5—14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of	
					Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated (including Prov. Cert. Teachers).	Assistant Teachers (Art. 79).
Aberdeen	295	63,997	76,496	62,200	10,450	19,609	20,279	4,873	55,311	1,166	18
Argyll	170	13,708	19,976	12,021	1,761	3,469	4,208	1,051	10,549	296	55
Ayr	177	52,739	59,625	49,132	7,931	15,749	17,045	2,055	42,779	781	139
Banff	87	13,630	19,049	13,224	2,348	3,989	4,053	1,289	11,679	241	64
Berwick	52	5,606	8,124	5,098	979	1,495	1,683	168	4,525	98	32
Bute	23	3,234	4,483	2,833	398	864	1,072	176	2,510	61	4
Caithness	68	6,567	10,236	6,565	1,137	1,849	2,220	493	5,709	138	29
Clackmannan	20	6,419	7,717	6,137	1,177	1,885	2,137	367	5,566	109	23
Dumbarton	65	22,701	27,236	22,736	4,111	7,125	7,886	1,009	20,081	379	89
Dumfries	105	13,736	19,736	13,169	2,479	3,957	4,646	494	11,576	229	69
Edinburgh	177	86,743	95,351	77,688	13,717	23,867	25,602	5,382	68,568	1,421	185
Elgin	54	8,894	12,267	8,441	1,543	2,427	2,665	630	7,265	161	25
Fife	152	43,498	54,076	43,302	8,563	13,184	13,743	2,533	38,023	708	167
Forfar	160	53,495	57,416	48,153	8,962	14,924	15,524	3,053	42,363	876	156
Haddington	42	7,514	9,080	7,140	1,388	2,300	2,325	287	6,180	125	26
Inverness	188	16,905	22,422	15,045	2,075	4,268	5,500	1,092	12,845	282	99
Kincardine	51	6,481	8,342	5,715	1,060	1,753	1,771	453	5,037	114	26
Kinross	8	1,238	1,573	1,218	186	414	430	41	1,071	23	6
Kirkcudbright	70	7,749	10,721	7,157	1,322	2,100	2,656	280	6,358	141	33
Lanark	400	256,671	275,628	237,987	36,418	75,712	84,459	9,379	205,968	3,961	666
Linlithgow	47	14,705	17,152	15,013	3,015	4,616	4,568	643	12,842	220	60
Nairn	14	1,623	1,985	1,600	296	470	489	104	1,359	26	9
Orkney	60	4,884	7,081	4,089	491	1,268	1,312	437	3,508	97	24
Peebles	21	2,618	3,667	2,304	405	676	776	108	1,965	48	11
Perth	170	21,787	28,922	19,689	3,532	6,054	6,568	878	17,052	407	73
Renfrew	99	57,205	60,379	53,717	8,514	16,809	19,157	2,864	47,344	822	182
Ross	140	14,788	18,990	13,408	1,810	3,723	4,749	1,058	11,340	228	98
Roxburgh	68	8,758	11,746	7,469	1,301	2,251	2,717	301	6,570	152	28
Selkirk	24	4,271	5,642	3,804	642	1,218	1,259	202	3,321	83	10
Shetland	63	4,861	5,261	3,964	358	1,129	1,525	256	3,268	81	14
Stirling	91	29,505	36,462	29,014	5,706	9,083	9,942	1,044	25,775	509	99
Sutherland	51	3,809	5,256	3,306	438	917	1,213	279	2,847	75	19
Wigtown	50	6,577	7,905	5,856	928	1,727	2,086	176	4,917	108	22
TOTAL	3,262	866,908	1,009,851	808,169	135,231	250,781	276,605	43,345	706,062	14,186	2,794

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E UNDER COUNTIES.

Expenditure on Maintenance of School.	Income of School Derived from										Annual Grant paid at end of School Year, 1905–1906.
	Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools.	General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
£	£	£	£	£	£	£	£	£	£	£	£ s. d.
169,763	67,576	32,698	526	11,048	2,780	1,148	45,358	3,969	1,630	1,525	72,302 0 6
42,799	18,404	6,462	78	2,689	570	258	12,546	519	1,056	169	18,367 14 8
126,126	49,621	25,074	583	6,516	668	1,663	35,794	3,522	1,577	983	52,587 9 4
34,680	15,027	7,165	214	2,747	1,205	425	6,586	185	907	549	15,344 5 10
15,445	5,304	2,685	6	1,348	3	137	5,697	97	103	63	5,432 18 1
9,190	3,326	1,576	32	470	113	189	2,846	329	290	21	3,326 5 3
19,214	8,734	3,734	4	1,707	176	29	3,958	—	471	1,056	9,758 19 9
18,441	7,077	3,470	78	875	1	190	5,016	618	420	617	7,263 15 4
61,669	23,983	11,715	594	3,329	5	1,134	17,944	1,252	1,461	223	24,726 16 5
37,968	14,423	6,888	247	2,167	897	520	10,786	388	1,437	239	14,463 13 11
247,580	95,407	39,047	1,513	10,626	439	3,131	97,685	5,065	2,026	1,841	91,911 2 7
23,110	9,111	4,070	92	1,510	1,449	281	5,728	24	379	427	9,593 14 1
106,444	45,055	22,563	195	6,503	388	432	28,742	945	799	426	47,178 16 5
132,221	52,336	24,974	822	7,617	288	1,987	38,292	4,344	1,449	394	54,463 7 11
19,474	7,275	3,545	32	1,374	239	165	6,599	107	46	141	7,493 10 10
44,889	19,572	7,832	118	3,816	425	520	12,620	150	335	78	20,419 5 11
15,584	6,332	3,060	69	1,133	50	136	4,675	63	104	15	6,415 3 5
3,512	1,133	595	24	490	—	53	1,203	—	—	24	1,279 3 3
20,997	7,770	3,887	74	1,480	296	341	6,601	39	320	188	8,132 4 3
661,072	249,732	124,183	4,785	31,704	1,350	20,453	201,466	15,029	8,697	4,099	259,991 13 4
35,486	14,857	7,476	335	1,973	763	564	9,194	189	491	115	15,672 13 7
3,883	1,709	806	12	322	72	11	958	2	—	—	1,790 14 10
12,129	5,954	2,092	—	1,153	507	2	2,074	41	250	151	6,170 3 1
7,587	2,517	1,202	12	650	11	104	2,899	57	34	101	2,532 10 6
58,806	21,480	10,609	203	4,112	359	930	19,926	561	312	150	21,847 9 6
140,344	57,662	26,585	1,245	7,093	791	4,131	38,264	2,112	1,704	1,672	59,868 2 2
38,608	18,342	6,802	35	3,242	502	40	8,386	8	1,025	486	18,928 0 7
22,251	8,049	3,953	45	1,887	70	243	7,527	11	110	328	8,176 18 0
11,155	4,243	1,996	62	679	—	236	3,847	49	65	15	4,196 7 3
10,211	5,366	2,025	16	551	103	56	1,966	52	250	210	5,409 7 0
76,274	29,491	14,374	291	4,306	87	616	21,906	1,632	175	2,455	30,528 7 7
12,294	4,843	1,784	4	787	209	340	3,211	10	415	243	5,188 3 0
14,777	5,657	2,926	27	1,104	1	73	4,714	13	166	100	5,658 13 2
1,254,484	877,609	418,391	12,231	126,449	14,767	40,963	675,054	41,401	28,502	19,051	916,914 11 9

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TABLE No. 5.

LIST OF FEE-PAYING SCHOOLS, 1905-1906.

(1) PUBLIC SCHOOLS SANCTIONED UNDER ARTICLE 134 OF THE CODE.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars. £	s.	d.	Number of Scholars Paying Fees.	Number of Free Scholars.
4640	Aberdeen	Aberdeen, Ashley Road	917	17		1,084	18
4260 H.G.	"	Peterhead (B) Academy, Higher Grade	115	18	0	52	175
2415	Argyll	Campbeltown (B) Grammar	201	10	8	372	175
2415 H.G.	"	Campbeltown (B) Grammar, Higher Grade	77	12	0		
2724	Ayr	Ardrossan Academy	218	4	9	194	3
2724 H.G.	"	Ardrossan Academy, Higher Grade	154	2	0	72	6
608	"	Ayr (B) Grammar	459	2	10	447	21
1352	"	Kilmarnock (B) Academy	442	8	3	443	19
1352 H.G.	"	Kilmarnock (B) Academy, Higher Grade	384	12	10	186	38
6447	"	Monkton and Prestwick High	119	7	6	144	41
3208 H.G.	Banff	Keith, Higher Grade	55	2	8	40	23
3586	Bute	Rothesay (B) Academy and Thomson's Institution	193	12	1	218	13
3586 H.G.	"	Rothesay (B) Academy and Thomson's Institution, Higher Grade	102	10	2	40	36
202	Clackmannan	Alloa (Town) Academy	144	16	11	263	174
202 H.G.	"	Alloa (Town) Academy, Higher Grade	28	5	6	55	77
3813	Dumbarton	Dumbarton (B) Academy	217	16	4	208	63
3813 H.G.	"	Dumbarton (B) Academy, Higher Grade	104	4	0	45	6
2073	"	Kirkintilloch (Town), Lenzie Academy	220	18	0	194	..
4448	"	Row, Helensburgh Hermitage	251	2	6	239	6
4448 H.G.	"	Row, Helensburgh Hermitage, Higher Grade	96	12	0	47	8
112	Dumfries	Annan Academy	175	16	3	244	..
4685	Edinburgh	Leith (B) Academy	818	13	2	663	15
4918	"	Leith (B) Trinity Academy	837	2	8	633	12
39	"	Musselburgh (B) Grammar	157	6	0	175	28
39 H.G.	"	Musselburgh (B) Grammar, Higher Grade	16	4	0	8	6
1631	Fife	Dunfermline (B) High (Primary)	185	7	1	186	9
5649	"	Kirkcaldy (B) High (Elementary Department)	417	6	1	286	12
5652	Forfar	Arbroath (B) High (Elementary Department)	150	8	9	113	11
138	"	Brechin (B) High (Lower Department)	98	8	2	80	..
4682	"	Broughty Ferry (Town), Grove Academy	329	2	8	280	24
4682 H.G.	"	Broughty Ferry (Town) Grove Academy, Higher Grade	204	5	3	126	38
629	"	Dundee (B), Harris Academy	632	0	7	498	..
629 H.G.	"	Dundee (B), Harris Academy, Higher Grade	650	9	1	336	109
4678	"	Dundee (B), Morgan Academy	615	9	6	477	..
4678 H.G.	"	Dundee (B), Morgan Academy, Higher Grade	279	16	11	135	139
4502	"	Forfar (B) Academy	182	7	6	148	9
552	"	Montrose (B) Academy	193	8	7	145	5
5222	Haddington	North Berwick High (Elementary Department)	56	13	6	56	1
385 H.G.	Lanark	Glasgow, John Street, Bridgeton, Higher Grade	181	16	6	115	102
705 H.G.	"	Glasgow, Kent Road, Higher Grade	106	2	6	79	221
6431 H.G	"	Glasgow, Provanside, Higher Grade	52	17	9	29	111
4802 H.G.	"	Glasgow, Whitehill, Higher Grade	343	18	9	173	25
932 H.G.	"	Glasgow, Woodside, Higher Grade	206	17	6	125	238
1824	"	Govan, Bellahouston Academy	728	13	8	619	..
1824 H.G.	"	Govan, Bellahouston Academy, Higher Grade	302	17	9	128	114
615	"	Govan, Hillhead	1,273	19	5	925	..
900	"	Govan, Partick, Hamilton Crescent	653	10	7	572	..
900 H.G.	"	Govan, Partick, Hamilton Crescent, Higher Grade	244	7	0	98	141
1022	"	Govan, Pollokshields, Albert Road	581	1	1	539	3
1022 H.G.	"	Govan, Pollokshields, Albert Road, Higher Grade	127	18	9	65	36
4738	"	Hamilton (B) Academy (Elementary Department)	215	17	0	161	9
2409 H.G.	Orkney	Kirkwall (B) Higher Grade	35	2	5	21	79
5659	Perth	Callander, McLaren High (Elementary)	66	1	3	48	3
2376	Stirling	Falkirk (B) High	310	13	3	412	1
665	"	Stirling (B) High	263	15	1	206	2

(2) VOLUNTARY SCHOOLS NOT CLAIMING GRANT IN RELIEF OF FEES.

			£	s.	d.		
3343	Banff	Fordyce, Portsoy Durn Road	26	8	0	21	..
4528	Edinburgh	Edinburgh, St. James' Episcopal	176	1	3	151	21
4694	"	Edinburgh, St. Mary's Cathedral, Albany St., R.C.	149	11	0	137	..
6494 H.G.	"	Edinburgh, St. Thomas of Aquins College, R.C., Higher Grade	28	0	0	8	21
32	"	Edinburgh, James Gillespie's	1,638	18	1	1,297	52
32 H.G.	"	Edinburgh, James Gillespie's Higher Grade	267	15	4	205	1
6484	Lanark	Glasgow, Garnethill Convent, R.C.	191	17	9	182	..
5622	"	Glasgow, Our Lady and St. Francis, R.C.	97	13	2	162	..
5622 H.G.	"	Glasgow, Our Lady and St. Francis, R.C., Higher Grade	26	19	1	105	..
449	"	Glasgow, St Mungo's Academy, R.C.	288	0	0	196	..
449 H.G.	"	Glasgow, St. Mungo's Academy, R.C., Higher Grade	153	2	6	124	..
6113	"	Govan, Dowanhill Practising, R.C.	98	17	0	83	13
6113 H.G.	"	Govan, Dowanhill Practising, R.C., Higher Grade	90	15	0	50	112
4736	Perth	Perth (B), Sharp's Institution (Lower Department)	211	6	1	244	14
3654	Renfrew	Paisley (B), John Neilson Institution	1198	16	0	708	19

TABLE No. 6.

LIST OF HIGHER GRADE SCHOOLS (OR DEPARTMENTS) ON THE ANNUAL GRANT LIST.

COUNTY.	NAME OF SCHOOL.	Denomination.	AVERAGE ATTENDANCE.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Aberdeen	Aberdeen, Central	P.	641	215	172	1,028
"	" Practising	C.S.	*28*	*32*	*28*	*88*
"	" Normal	U.F.C.	23	6	4	33
"	Ellon	P.	27	11	14	52
"	Fraserburgh Academy	P.	34	28	23	85
"	Huntly Gordon	P.	40	53	-	93
"	Inverurie	P.	32	16	9	57
"	Kemnay	P.	49	-	-	49
"	Peterhead (B) Academy	P.	116	65	46	227
"	Turriff	P.	45	27	21	93
Argyll	Campbeltown (B) Grammar	P.	45	43	61	149
"	Dunoon Grammar	P.	40	29	34	103
"	Kilarrow, Bowmore	P.	17	7	3	27
"	Oban (B) High	P.	55	42	31	128
Ayr	Ardrossan Academy	P.	56	41	29	125
"	Dalry	P.	44	13	6	63
"	Girvan (T)	P.	39	18	14	71
"	Kilmarnock (B) Academy	P.	177	97	90	364
"	Largs	P.	26	5	7	38
"	Maybole, Carrick Academy	P.	28	27	7	62
"	Old Cumnock	P.	53	-	-	53
Banff	Aberlour	P.	26	33	17	76
"	Banff (B)	P.	40	36	49	115
"	Fordyce Academy	P.	16	18	47	81
"	Keith	P.	28	43	46	117
"	Mortlach	P.	29	22	16	67
"	Rathven, Buckie	P.	62	29	14	105
Bute	Rothesay (B) Academy and Thomson's Institution	P.	36	27	22	85
Caithness	Halkirk	P.	28	-	-	28
"	Latheron, Lybster	P.	9	15	3	27
"	Olrig, Castletown	P.	10	7	12	29
"	Thurso, Miller Institution	P.	47	21	38	106
"	Wick (B), Pulteneytown Academy	P.	72	65	41	178
Clackmannan	Alloa (T) Academy	P.	52	59	30	141
"	Alva Academy	P.	50	22	21	93
Dumbarton	Bonhill, Vale of Leven Academy	P.	48	26	13	87
"	Dumbarton (B), Academy	P.	53	34	28	115
"	Kirkintilloch, Lenzie Academy	P.	79	30	16	125
"	New Kilpatrick	P.	26	12	6	44
"	Old Kilpatrick, Clydebank	P.	38	41	-	129
"	Row, Helensburgh Hermitage	P.	52	25	18	95
Dumfries	Annan Academy	P.	32	17	16	65
"	Dryfesdale, Lockerbie Academy	P.	38	34	25	97
"	Langholm Academy	P.	44	17	24	85
"	Moffat Academy	P.	15	9	5	29
Edinburgh	Colinton, Juniper Green, Male	P.	35	21	-	56
"	Dalkeith (T) King's Park	P.	28	6	6	40
"	Edinburgh (City) Boroughmuir	P.	420	374	176	970
"	" " Broughton	P.	247	153	103	503
"	" " Normal Practising	C.S.	38	15	9	62
"	" " " and Model	U.F.C.	40	34	17	91
"	" " St. Thomas of Aquin's College	R.C.	22	13	-	35
"	Edinburgh (City) James Gillespie's	-	109	59	43	211
"	Leasowe	P.	36	26	9	71
"	Leith (B) Academy	P.	176	157	68	401
"	" " Trinity Academy	P.	58	47	37	142
"	Musselburgh (B) Grammar	P.	32	19	11	62
"	Penicuik	P.	30	26	9	65
"	West Calder	P.	37	24	12	73
Elgin	Bellie Fochabers, Milne's Institution	-	23	21	26	70
"	Cromdale, Grantown	P.	29	10	19	58
"	Forres Burgh	P.	32	15	25	72
"	Rothes	P.	-	-	-	-
Fife	Burntisland	P.	45	13	21	79
"	Ferryport-on-Craig	P.	27	26	17	70
"	Forgan, Newport	P.	35	27	-	62
"	Newburgh	P.	23	24	-	47
"	Scoonie Leven	P.	29	16	6	51
"	Wemyss, Buckhaven	P.	20	10	6	36

* New School—Grant to run as from 1st August, 1906.

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List of Higher Grade Schools—*continued.*

County.	Name of School	Denomination.	Average Attendance.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Forfar	Broughty Ferry (T) Grove Academy	P.	107	55	36	198
,,	Dundee (B), Harris Academy	P.	200	149	166	515
,,	,, ,, Morgan ,,	P	100	92	89	281
,,	Kirriemuir, Webster's Seminary	P.	13	16	17	46
Haddington	Dunbar (B)	P.	47	16	10	73
Inverness	Inverness (B) High	P.	100	86	-	186
,,	Kilmallie, Fort William	P.	20	23	21	64
,,	Kingussie	P.	29	14	34	77
,,	Portree	P.	18	12	12	42
,,	Urquhart, etc., Glen Urquhart	P.	4	6	17	27
Kirkcudbright	Kelton, Castle Douglas	P.	43	23	15	81
,,	Urr, Dalbeattie	P.	17	17	15	49
Lanark	Airdrie Academy	P.	86	53	42	181
,,	Avondale, Strathaven Academy	P.	43	27	18	88
,,	Biggar High	P.	23	16	13	52
,,	Bothwell, Bellahill	P.	48	28	22	98
,,	,, Uddingston Grammar	P.	54	31	25	110
,,	,, Elmwood Convent	R.C.	23	1	-	29
,,	Cambuslang, West Coats	P.	33	12	3	48
,,	Cambusnethan, Wishaw	P.	61	57	-	118
,,	Carluke	P.	37	42	23	102
,,	Dalziel High	P.	58	54	46	158
,,	Dalziel, Motherwell	R.C.	62	36	-	98
,,	Glasgow, John St., Bridgeton	P.	185	71	53	309
,,	,, Kent Road	P.	165	100	27	292
,,	,, Provanside	P.	78	38	12	128
,,	,, Whitehill	P.	271	104	81	456
,,	,, Woodside	P.	228	83	45	356
,,	,, Our Lady and St. Francis	R.C.	70	15	11	96
,,	,, St. Mungo's Academy	R.C.	77	33	20	130
,,	Govan, Bellahouston Academy	P.	127	64	50	241
,,	,, Fairfield	P.	137	29	21	177
,,	,, Partick, Hamilton Crescent	P.	148	54	32	234
,,	,, Pollokshields, Albert Road	P.	83	35	26	144
,,	,, Strathbungo	P.	76	38	28	142
,,	,, Dowanhill Practising	R.C.	81	41	8	130
,,	Hamilton (L), Low Waters	P.	28	17	4	49
,,	Lanark (B) Grammar	P.	63	28	24	115
,,	Larkhall Academy	P.	54	16	27	97
,,	Lesmahagow Senior	P.	29	9	15	53
,,	Maryhill, North Kelvinside	P.	118	43	41	202
,,	Old Monkland, Coatbridge	P.	67	26	32	125
,,	*Rutherglen, Stonelaw	P.	-	-	-	-
,,	Shettleston, Eastbank	P.	22	6	14	42
,,	Springburn	P.	37	13	17	67
Linlithgow	Bathgate (T.) Academy	P.	62	40	10	112
,,	Bo'ness Academy	P.	60	42	36	138
Orkney	Kirkwall (B)	P.	33	42	34	109
,,	Stromness	P.	13	16	11	40
Perth	Blairgowrie	P.	30	15	11	56
,,	*Dull, Aberfeldy	P.	-	-	-	-
,,	Moulin, Pitlochry	P.	21	8	2	31
Renfrew	Cathcart, Queen's Park	P.	118	107	72	297
,,	Eastwood, Shawlands Academy	P.	104	67	28	199
,,	Greenock (B), Holmscroft	P.	181	148	88	407
,,	Paisley (B), Camphill	P.	116	72	3	191
,,	*Paisley (B) St. Margaret's	R.C.	-	-	-	-
,,	Port Glasgow (B), Jean Street	P.	85	-	-	85
Ross	Cromarty	P.	18	-	-	18
,,	Dingwall Academy	P.	42	43	39	124
,,	*Lochbroom, Ullapool	P.	-	-	-	-
,,	Rosemarkie, Fortrose Academy	P.	11	22	-	33
,,	Roskeen, Invergordon ,,	P.	24	25	20	69
	Stornoway, Nicolson Institute	P.	45	41	50	136
Roxburgh	*Hawick, Buccleuch	P.	-	-	-	-
,,	Jedburgh (B) Grammar	P.	27	23	-	50
Shetland	Lerwick, Anderson Educl. Inst.	P.	30	18	15	63
Stirling	Grangemouth, Grange	P.	54	25	14	93
Sutherland	Clyne	P.	10	8	11	29
,,	Dornoch Burgh	P.	9	14	12	35
,,	Golspie	P.	16	5	6	27
,,	Golspie, Sutherland Technical	-	8	24	-	32
,,	Kildonan Helmsdale	P.	7	9	4	20
,,	Lairg	P.	8	5	8	21
	Total		3,664	3,086	3,400	17,150

* New School—Grant to run as from 1st August, 1906.

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TABLE No. 7.

List of Additional Grants paid to School Boards (under Section 67, Education (Scotland) Act, 1872, and Section 1, Education (Scotland) Act, 1897), during the year ended 31st August, 1906.

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT. £ s. d.
Aberdeen (Burgh)	Aberdeen	1905	5,203 18 1
Aberdour	"	1906	30 10 4
Aberlour	Banff	1905	112 2 1
"	"	1906	119 10 0
Airdrie (Burgh)	Lanark	1905	913 2 2
Alloa (Town)	Clackmannan	"	306 0 4
Alloa (Landward)	"	"	57 2 9
Alva	"	"	226 17 0
"	"	1906	333 12 4
Anstruther Easter	Fife	"	66 17 7
Applecross	Ross	1905	49 11 2
Arbroath (Burgh)	Forfar	"	742 19 2
Ardnamurchan	Argyll	"	21 6 8
Assynt	Sutherland	"	80 16 7
Avoch	Ross	"	23 1 2
"	"	1906	33 17 4
Banff (Burgh)	Banff	1905	135 19 6
Barra	Inverness	"	266 16 8
Barry	Forfar	"	70 10 1
Barvas	Ross	"	481 2 11
Beath	Fife	"	1,760 17 0
Beith	Ayr	1906	174 15 9
Benholm	Kincardine	"	33 11 0
Bervie	"	"	85 4 9
Biggar	Lanark	1905	31 2 6
Blantyre	"	1906	322 13 5
Boharm	Banff	1905	13 9 1
Bonhill	Dumbarton	1906	267 0 5
Bo'ness and Carriden	Linlithgow	1905	642 7 9
Bothwell	Lanark	"	656 12 10
Bower	Caithness	"	67 3 8
Boyndie	Banff	"	129 3 3
Brechin (Burgh)	Forfar	1906	371 13 11
Bressay	Shetland	1905	41 4 4
Broughty Ferry	Forfar	1906	251 14 9
Cabrach	Banff	1905	17 12 9
Cairney	Aberdeen	"	58 6 6
Calderhead	Lanark	"	205 8 6
Campbeltown (Burgh)	Argyll	"	570 5 3
Canisbay	Caithness	1906	146 9 7
Cardross	Dumbarton	1905	92 14 11
Careston	Forfar	1906	18 2 4
Carluke	Lanark	"	280 16 8
Carnock	Fife	1905	35 5 11
Clackmannan	Clackmannan	"	101 6 9
Clyne	Sutherland	"	35 0 7
Craig	Forfar	"	105 14 3
Cromarty	Ross	1906	64 19 9
Crondale	Elgin	1905	27 12 4
Cross and Barness	Orkney	"	8 1 10
Cruden	Aberdeen	"	90 11 8
Cullen	Banff	1906	224 10 10
Cumlodden	Argyll	1905	11 3 5
Dalgety	Fife	1906	51 19 4
Dalmellington	Ayr	1905	266 14 11
"	"	1906	245 5 8
Dalserf	Lanark	1905	131 14 5
Dalziel	"	"	898 16 9
Delting	Shetland	"	89 0 0
Denny	Stirling	1906	244 8 2
Dingwall	Ross	1905	93 2 9
Dornoch	Sutherland	"	54 0 0
Douglas Water	Lanark	1906	95 18 8
Drainie	Elgin	1905	225 18 7
Duffus	"	"	284 0 2
Duirinish	Inverness	"	207 19 8
Dumbarton (Burgh)	Dumbarton	"	524 17 9
Dumfries (Landward)	Dumfries	1906	76 10 8
Dundee (Burgh)	Forfar	"	1,317 2 8
Dunfermline (Burgh)	Fife	"	267 6 7
" (Landward)	"	"	272 14 11
Dunipace	Stirling	"	45 8 7
Dunnichen	Forfar	1905	26 16 4
"	"	1906	24 14 7
Dunnottar	Kincardine	1905	67 6 8
"	"	1906	93 18 1
Dunrossness	Shetland	1905	176 7 2
Durness	Sutherland	"	67 12 5
Dysart (Burgh)	Fife	"	520 4 10
Eastwood	Renfrew	1906	265 13 6
Eday	Orkney	1905	18 3 7
Elgin (Burgh)	Elgin	"	285 0 2
" (Landward)	"	"	76 5 8
Ellon	Aberdeen	"	95 8 3
Ensie	Banff	1906	117 7 5
Evie and Rendall	Orkney	1905	21 5 0
Eyemouth	Berwick	"	111 15 11
Falkirk (Burgh)	Stirling	"	2322 14 11
" (Landward)	"	1906	765 12 11
Fearn	Ross	1905	20 6 11
Ferry-Port-on-Craig	Fife	"	151 15 11
Fetlar	Shetland	1904	21 16 1
"	"	1905	16 3 6
Firth and Stenness	Orkney	"	42 15 3
Fordyce	Banff	"	208 13 9
Forres (Burgh)	Elgin	"	87 7 10
Foveran	Aberdeen	1904	9 16 5
Fraserburgh	"	1905	159 11 9
"	"	1906	158 19 6
Gairloch	Ross	1905	53 16 9
Galashiels (Burgh)	Selkirk	"	406 19 3
"	"	1906	541 18 9
Gamrie	Banff	1905	317 2 6
Gigha and Cara	Argyll	"	1 14 5
Girvan (Town)	Ayr	1906	112 8 1
Glenrinnes	Banff	1905	5 0 2
"	"	1906	8 14 2
Golspie	Sutherland	1905	31 4 5
Grangemouth	Stirling	1906	989 7 11
Hamilton (Burgh)	Lanark	1905	836 5 3
Harray and Birsay	Orkney	"	57 9 4
Harris	Inverness	"	464 16 11
Hawick (Burgh)	Roxburgh	1906	506 5 3
Holm	Orkney	1905	13 4 1
Hoy and Graemsay	"	1906	23 16 4
Huntly	Aberdeen	1905	231 11 8
Insch	"	"	62 14 10
Inverurie	"	"	154 19 2
Irvine (Burgh)	Ayr	"	375 19 4
Jedburgh (Burgh)	Roxburgh	1906	95 1 6
Keig	Aberdeen	1905	11 15 1
Keiss	Caithness	"	71 10 4
Keith	Banff	"	361 1 2
Kemnay	Aberdeen	"	75 13 0
Kennoway	Fife	1906	50 3 4
Kilbirnie	Ayr	1905	215 1 1
Kilbrandon and Kilchattan	Argyll	"	61 8 6
Kilchoman	"	1906	23 13 3
Kilfinichen and Kilvickeon	"	1905	110 4 10
Kilsyth (Town)	Stirling	"	535 17 9
Kininmonth	Aberdeen	1906	27 4 9
Kintore	"	"	78 13 10
Kirkcaldy (Burgh)	Fife	1905	628 14 9
Kirkintilloch (Town)	Dumbarton	1906	449 16 1
Kirkwall (Burgh)	Orkney	1905	110 5 5
Kirriemuir	Forfar	"	137 3 9
Knockbain	Ross	"	10 5 1
Lady	Orkney	"	34 19 5
Lanark (Burgh)	Lanark	1906	288 7 4
Langholm	Dumfries	"	84 0 8
Larbert	Stirling	"	1548 5 10
Larkhall	Lanark	"	889 19 2
Lasswade	Edinburgh	1905	196 7 5
Latheron	Caithness	"	267 6 10
Leadhills	Lanark	"	96 2 0
Leith (Burgh)	Edinburgh	"	695 15 9
Lerwick	Shetland	"	224 3 10
Leslie	Fife	"	127 16 7

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Name of Board.	County.	Year to Whit-Sunday.	Amount.	Name of Board.	County.	Year to Whit Sunday	Amount.
			£ s. d.				£ s. d.
Linlithgow	Linlithgow	1906	219 6 10	Rhynie	Aberdeen	1906	47 19 2
Livingstone	"	"	168 11 4	Rosemarkie	Ross	1906	60 16 6
Lochbroom	Ross	1905	55 10 3	Rosskeen	"	"	180 7 6
Lochcarron	"	"	63 7 7	Rothes	Elgin	1904	103 16 6
Lochgilphead	Argyll	"	70 16 2	"	"	1905	91 14 3
Looks	Ross	"	304 12 3	Rothiemay	Banff	"	30 11 2
Logie Buchan	Aberdeen	"	18 11 10	Rousay and Egilshay	Orkney	"	15 18 8
Logie Easter	Ross	"	14 7 2	Rutherglen	Lanark	"	404 11 2
Lonmay	Aberdeen	"	60 15 9	St. Andrew's and Deerness	Orkney	"	44 17 5
"	"	1906	101 10 6	St. Monance	Fife	"	100 17 5
Loudoun	Ayr	1905	261 3 5	"	"	1906	114 5 11
Lyne	Peebles	"	6 13 7	Sandsting and Aithsting	Shetland	1905	140 6 4
Markinch	Fife	1906	212 16 5	Sandwick	Orkney	"	20 15 6
Marnoch	Banff	1905	108 11 2	Scoonie	Fife	1906	143 11 2
Maryhill	Lanark	"	206 13 2	Selkirk (Burgh)	Selkirk	"	125 2 2
Maybole	Ayr	"	335 11 3	Shapansay	Orkney	"	30 11 7
Meldrum	Aberdeen	1906	1 15 7	Shettleston	Lanark	1905	685 13 8
Mid-Calder	Edinburgh	1905	23 15 1	Slamannan	Stirling	1906	231 3 4
"	"	1906	152 5 11	Sleat	Inverness	"	159 10 4
Monifieth	Forfar	"	30 14 7	Snizort	"	"	188 9 10
Montrose (Burgh)	"	"	628 14 6	South Ronaldshay and Burray	Orkney	1905	116 14 0
Mortlach	Banff	1905	128 19 7	South Uist	Inverness	"	416 19 3
Muiravonside	Stirling	"	221 16 0	Springburn	Lanark	"	645 4 2
Muirkirk	Ayr	1906	241 14 5	Stenscholl	Inverness	1906	65 13 1
Musselburgh (Burgh)	Edinburgh	"	806 18 2	Stevenston	Ayr	1905	186 15 3
Nairn (Burgh)	Nairn	"	163 2 10	Stobhill	Edinburgh	1906	99 17 5
Neilston	Renfrew	1905	312 17 2	Stonehouse	Lanark	"	47 4 2
Nesting, &c.	Shetland	"	89 15 3	Stornoway	Ross	1905	776 5 2
Newbattle	Edinburgh	"	248 11 4	Stranraer (Burgh)	Wigtown	"	112 12 9
"	"	1906	197 1 7	Strath	Inverness	1906	169 0 10
Newburgh	Fife	"	58 2 11	Stromness	Orkney	"	65 8 4
New Byth	Aberdeen	1905	67 6 5	Stronsay	"	1905	25 10 2
New Deer	"	"	91 19 8	Tarbat	Ross	"	27 1 2
Newhills	"	"	114 13 4	Thurso	Caithness	"	261 9 7
New Monkland	Lanark	"	115 2 9	Tillicoultry	Clackmannan	1906	274 18 1
New Pitsligo	Aberdeen	1906	1 19 8	Tingwall, &c.	Shetland	1905	98 1 11
North Knapdale	Argyll	"	1 5 0	Tongue	Sutherland	"	143 16 2
Northmavine	Shetland	1905	88 18 8	Torphichen	Linlithgow	"	226 13 2
North Uist	Inverness	"	386 10 8	Tranent	Haddington	"	234 10 1
Old Cumnock	Ayr	"	181 19 8	"	"	1906	283 17 11
"	"	1906	192 15 8	Tullialian	Fife	1905	89 6 8
Old Kilpatrick	Dumbarton	1905	1285 9 2	"	"	1906	77 9 9
Olrig	Caithness	"	32 3 9	Turriff	Aberdeen	"	146 2 10
Orphir	Orkney	"	23 15 2	Tyree	Argyll	1906	149 16 6
Paisley (Burgh)	Renfrew	"	1277 16 7	Uig	Ross	"	379 16 6
Penicuik	Edinburgh	"	40 10 9	Urquhart and Logie Wester	"	1906	47 4 2
"	"	1906	51 0 0	Urr	Kirkcudbright	1905	148 7 11
Perth (Burgh)	Perth	1904	179 19 7	Walls, Sandness, &c.	Shetland	"	101 4 2
"	"	1905	57 17 0	Walls and Flotta	Orkney	1906	52 17 2
Peterhead (Burgh)	Aberdeen	"	522 9 11	Watten	Caithness	1905	9 9 4
"	"	1906	692 12 0	Wemyss	Fife	1906	417 2 3
Peterhead (Landward)	"	1905	130 3 0	West Calder	Edinburgh	"	378 9 11
Pitsligo	"	"	136 14 10	Westray, &c.	Orkney	1905	87 14 8
Port Glasgow (Burgh)	Renfrew	1906	439 14 4	"	"	1906	106 14 1
Portree	Inverness	"	157 1 4	Whitburn	Linlithgow	1905	248 10 9
Prestonpans	Haddington	1905	65 5 10	Wick (Burgh)	Caithness	1906	776 19 9
Rathen	Aberdeen	"	57 17 6	Yell	Shetland	1905	161 17 2
Rathven	Banff	"	818 16 6	Ythan Wells	Aberdeen	"	2 17 9
Rattray	Perth	"	21 11 9				
Renfrew (Burgh)	Renfrew	"	350 2 9				
Resolis	Ross	"	17 4 4				
"	"	1906	21 9 8				

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Summarised Statistics of Annual Grant Schools.

Table No. 8.

Showing under Counties the Population in 1901, the Number of Day Schools (Elementary and Higher Grade) on the Annual Grant List on the 31st August, 1906, the Accommodation, and the Average Number of Scholars on the School Registers during year, and in Average Attendance in those Schools.

County.	Population (April 1901).	Population of School Age (5–14) (April 1901).	Number of Schools, *i.e.*, Institutions under separate Management.							Accommodation.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.
			Public.	Church of Scotland.	United Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	304,629	63,997	265	6	3	11	6	4	295	76,495	62,200	55,811
Argyll	73,642	13,708	163	—	—	3	4	—	170	19,976	12,021	10,549
Ayr	254,468	52,739	151	1	—	1	20	4	177	50,625	49,132	42,770
Banff	61,486	13,690	75	—	—	4	6	2	87	12,049	13,224	11,679
Berwick	30,824	5,608	50	—	—	—	—	2	52	8,124	5,098	4,525
Bute	18,787	3,234	21	—	—	—	2	—	23	4,483	2,833	2,510
Caithness	33,370	6,567	67	—	—	—	—	1	68	10,236	6,565	5,709
Clackmannan	32,029	6,419	17	—	—	1	1	1	20	7,717	6,137	5,566
Dumbarton	113,865	22,701	55	—	—	1	9	—	65	27,236	22,786	20,081
Dumfries	72,871	13,726	95	1	—	1	2	6	105	19,736	13,169	11,576
Edinburgh	488,706	86,743	135	2	2	10	19	9	177	95,351	77,688	68,568
Elgin or Moray	44,300	8,894	47	2	—	1	1	3	54	12,267	8,441	7,265
Fife	213,840	43,498	147	—	—	1	4	—	152	54,076	43,302	38,023
Forfar	284,062	58,495	144	—	—	5	7	4	160	57,416	48,153	42,363
Haddington	38,665	7,514	40	—	—	—	2	—	42	9,030	7,140	6,180
Inverness	90,104	16,905	172	1	—	3	9	3	188	22,422	15,045	12,845
Kincardine	40,923	6,481	45	—	—	3	—	3	51	8,342	5,715	5,037
Kinross	6,981	1,238	7	—	—	—	—	1	8	1,573	1,218	1,071
Kirkcudbright	39,363	7,749	64	1	—	1	4	—	70	10,721	7,157	6,358
Lanark	1,339,327	286,671	323	1	1	1	70	4	400	275,623	237,937	205,968
Linlithgow	65,706	14,705	38	—	—	—	6	3	47	17,152	15,013	12,842
Nairn	9,291	1,633	12	—	—	—	1	1	14	1,935	1,600	1,259
Orkney	28,599	4,884	60	—	—	—	—	—	60	7,031	4,089	3,508
Peebles	15,066	2,618	18	—	—	1	—	2	21	3,667	2,804	1,965
Perth	128,283	21,787	155	2	—	5	3	5	170	28,922	19,669	17,052
Renfrew	268,980	57,205	77	—	—	1	18	3	99	60,379	53,717	47,344
Ross and Cromarty	76,450	14,788	137	—	—	2	—	1	140	18,990	13,408	11,240
Roxburgh	48,804	8,758	65	—	—	2	1	—	68	11,746	7,469	6,570
Selkirk	23,256	4,271	20	—	—	1	2	1	24	5,642	3,804	3,321
Shetland	28,166	4,861	61	1	—	1	—	—	63	5,261	3,964	3,268
Stirling	142,291	29,505	80	—	—	2	8	1	91	36,462	29,014	25,775
Sutherland	21,440	3,809	50	—	—	—	—	1	51	5,256	3,306	2,847
Wigtown	32,685	6,577	47	—	—	—	3	—	50	7,905	5,856	4,917
Total	4,472,108	866 908	2,903	18	6	62	208	65	3,262	1,009,851	808,169	706,062

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 9.—TOTAL NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1906; ACCOMMODATION, AVERAGE NUMBER of SCHOLARS in ATTENDANCE, and the NUMBER of SCHOLARS on the REGISTERS in those SCHOOLS, ARRANGED ACCORDING TO AGE.

DENOMINATIONS.	Number of Schools.	Number of Scholars for whom Accommodation is provided.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.		
				Boys.	Girls.	Total.
In *Public* Schools	2,903	879,201	699,560	314,814	296,491	611,305
In Schools connected with *Church of Scotland*	18	4,160	2,971	1,200	1,409	2,609
United Free Church	6	2,774	1,958	881	877	1,758
Episcopal Church	62	14,036	11,875	5,094	5,197	10,291
Roman Catholic Church	208	97,158	83,019	36,492	35,265	71,757
Undenominational and other Schools	55	12,522	8,786	3,978	4,364	8,342
Total*	3,262	1,009,851	808,169	362,459	343,603	706,062
Total for previous year, 1904–1905	3,244	991,418	803,783	358,380	338,001	696,381

DENOMINATIONS.	Number and Percentage of Scholars on the School Registers at end of School year, aged														
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	–	537	7,654	47,979	77,928	80,347	80,764	81,128	79,053	77,857	75,555	67,516	13,057	7,867	697,182
	–	·08	1·10	6·88	11·18	11·52	11·57	11·64	11·34	11·17	10·84	9·68	1·87	1·13	
In Schools connected with *Ch. of Scot.*	–	10	33	167	301	290	284	352	347	330	314	304	106	82	2,900
	–	·34	1·14	5·76	10·38	9·31	9·79	12·14	11·97	11·38	10·83	10·48	3·65	2·83	
United Free Church	–	–	16	110	199	223	228	208	220	211	210	189	79	32	1,925
	–	–	·83	5·71	10·34	11·59	11·84	10·81	11·43	10·96	10·91	9·82	4·10	1·66	
Episcopal Church	–	76	327	1,017	1,284	1,456	1,347	1,398	1,331	1,218	1,251	1,036	133	45	17,919
	–	·64	2·74	8·53	10·77	12·21	11·30	11·73	11·17	10·22	10·50	8·69	1·12	·38	
Roman Catholic Ch.	1	539	2,791	6,921	9,520	9,660	9,836	9,750	9,577	9,013	8,534	6,644	734	473	83,993
	·00	·64	3·32	8·24	11·34	11·50	11·71	11·61	11·40	10·73	10·16	7·91	·88	·56	
Undenominational and other Schools	–	10	125	502	836	897	924	926	971	948	1,006	1,032	367	254	8,818
	–	·12	1·42	5·69	9·71	10·17	10·48	10·50	11·01	10·75	11·41	11·70	4·16	2·88	
Total	1	1,172	10,946	56,696	90,088	92,853	93,323	93,762	91,499	89,577	86,870	76,721	14,476	8,753	806,737
	·00	·15	1·36	7·03	11·17	11·51	11·57	11·62	11·34	11·10	10·77	9·51	1·79	1·08	
Total for previous year, 1904–1905	3	1,270	11,882	56,563	90,033	91,275	92,999	94,189	91,026	89,787	86,560	74,710	14,465	8,850	804,162
	·00	·17	1·47	7·03	11·20	11·35	11·09	11·71	11·32	11·17	10·76	9·29	1·80	1·04	
Estimated Population in 1906	–	110,616	108,921	106,114	104,412	105,668	108,145	101,216	102,861	98,848	99,849	98,987	100,612		

* Including 187 Higher Grade Schools, with accommodation for 84,743 with an average number of 19,819 scholars on the Registers on the day of the annual census and an average attendance of

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 10.—†SCHOOL STAFF.

DENOMINATIONS.	Certificated Teachers.*										Provisionally Certificated Teachers. Art. 60.		Assistant Teachers, Art. 79.							Female Assistants, Art. 82 (c) 3.
	Untrained.		Trained.						Total.				Males.			Females.			Total.	
			Less than Two Years.		Two Years.		Three Years.													
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)		
In *Public* Schools	797	3,313	81	44	3,490	4,820	118	82	4,486	8,259	14	84	71	33	55	1,083	14	816	2,073	78
In Schools connected with *Church of Scotland*	2	9	2	–	11	37	1	–	16	46	–	2	–	–	–	3	–	4	7	2
United Free Church	–	–	–	–	16	26	–	1	16	27	–	–	–	–	–	–	–	1	1	–
Episcopal Church	7	77	–	–	26	67	–	2	33	146	–	–	2	–	4	35	–	30	71	5
Roman Catholic Church	47	398	4	8	88	341	1	6	140	753	–	2	6	–	26	194	1	378	605	60
Undenominational and other Schools	17	50	–	1	29	65	–	–	46	116	–	–	1	1	2	15	1	17	37	3
Total	870	3,847	87	53	3,660	5,356	120	91	4,737	9,347	14	88	80	34	88	1,330	16	1,246	2,794	148

* Including 1,687 graduates (1,440 male and 247 female)—1,682 in Public, 10 in Church of Scotland, 10 in United Free Church, 2 in Episcopal, 8 in Roman Catholic, and 25 in Undenominational and other schools. Of the 1,687, 1181 are trained and 506 untrained teachers. Of the latter, 464 took the certificate examination as graduates, and 42 graduated after passing the examination as acting teachers.

† For particulars of pupil teachers and candidates see next Table

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Statistics of Annual Grant Schools—*continued.*

Table 11.—Pupil Teachers and Candidates.

Denominations.	Number of Pupil Teachers.											
	Serving at 30th June, 1906, at end of								Total.		Exempted from Examination at end of Second year in respect of Leaving Certificates, Art. 70 (*d*) 5.	
	Fourth Year.		Third Year.		Second Year.		First Year					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	149	841	183	882	161	619	203	647	696	2,989	55	259
In Schools connected with												
Church of Scotland	–	6	–	6	–	5	–	6	–	23	–	–
United Free Church	1	8	1	5	–	8	1	2	3	23	–	–
Episcopal Church	1	20	1	13	2	9	–	15	4	57	–	5
Roman Catholic Church	6	102	9	98	23	104	21	121	59	425	–	5
Undenominational and other Schools	1	6	2	8	4	11	1	11	8	36	–	4
Total	158	983	196	1,012	190	756	226	802	770	3,553	55	273

Denominations.	Number of Candidates.								Stipendiary Monitors.	
	Admitted from 1st July, 1906.						Admitted at end of Second Year in respect of Leaving Certificates, Art. 70 (*b*).			
	For 4 Years.		For 2 Years.		Total.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	90	331	26	160	116	491	18	118	–	2
In Schools connected with										
Church of Scotland	–	–	–	–	–	–	–	–	–	–
United Free Church	1	2	–	–	1	2	–	–	–	–
Episcopal Church	2	5	–	1	2	6	–	1	–	–
Roman Catholic Church	6	33	1	7	7	40	–	2	–	–
Undenominational and other Schools	1	5	–	1	1	6	–	1	–	–
Total	100	376	27	169	127	545	18	122	–	2

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TABLE 12.—NUMBER OF CERTIFICATED TEACHERS IN RECEIPT OF SALARIES OF CERTAIN SPECIFIED AMOUNTS.

DENOMINATIONS.	MASTERS. Principal. Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 350*l.*	350*l.* and less than 400*l.*	400*l.* and over.	Total.
In *Public* Schools	33	125	850	535	288	175	147	62		2,277
In Schools connected with *Church of Scotland*	1	1	3	1	1	-	1	-		9
United Free Church	-	-	-	1	-	1	2	-	-	4
Episcopal Church	-	2	11	9	5	2	-	-	-	29
Roman Catholic Church	-	8	38	12	2	1	1	-	-	62
Undenominational and other Schools	-	-	5	3	2	2	2	1	3	18
Total	34	136	907	561	298	181	153	63	*66	2,399

DENOMINATIONS.	MASTERS. Assistant. Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and over.	Total.
In *Public* Schools	9	234	1,550	336	77	3	2,209
In Schools connected with *Church of Scotland*	-	2	3	2	-	-	7
United Free Church	1	3	7	1	-	-	12
Episcopal Church	-	-	4	-	-	-	4
Roman Catholic Church	7	50	21	-	-	-	78
Undenominational and other Schools	-	-	22	4	-	2	28
Total	17	289	1,607	343	77	5	2,338

DENOMINATIONS.	MISTRESSES. Principal. Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In *Public* Schools	1	286	410	305	44	13	1,059
In Schools connected with *Church of Scotland*	-	4	3	2	-	-	9
United Free Church	-	-	3	-	-	-	3
Episcopal Church	1	15	24	8	1	-	49
Roman Catholic Church	1	31	115	55	-	-	202
Undenominational and other Schools	-	11	20	8	3	-	42
Total	3	347	575	378	48	13	1,364

DENOMINATIONS.	MISTRESSES. Assistant. Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and over.	Total.
In *Public* Schools	19	24	34	3,259	2,944	913	7	7,200
In Schools connected with *Church of Scotland*	-	1	-	21	11	4	-	37
United Free Church	1	-	-	9	7	7	-	24
Episcopal Church	2	2	4	75	14	-	-	97
Roman Catholic Church	2	5	1	353	186	3	1	551
Undenominational and other Schools	-	1	-	33	31	9	-	74
Total	24	33	39	3,750	3,193	936	8	7,983

* Of these, 42 received 400*l.* and less than 450*l.*; 15 received 450*l.* and less than 500*l.*; 8 received 500*l.* and less than 550*l.*; 1 received 550*l.* and less than 600*l.*

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Statistics of Annual Grant Schools—*continued*

Table 13.—Average Salaries of Certificated Teachers.

Denominations	Masters.						
	Principal.			Assistant.			Total.
	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	180 18 10	2,277	1,562	125 11 2	2,209	4	153 13 5
In Schools connected with *Church of Scotland*	177 15 7	9	3	124 5 9	7	—	154 7 6
United Free Church	258 15 0	4	—	106 16 8	12	—	144 16 3
Episcopal Church	155 6 2	29	13	108 15 0	4	—	149 13 4
Roman Catholic Church	141 10 8	62	3	92 6 8	78	1	114 2 5
Undenominational and other Schools	240 1 1	18	11	140 3 7	28	1	179 5 3
Total	180 8 6	2,399	1,592	124 9 11	2,388	6	152 18 11

Denominations.	Mistresses.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	92 11 2	1,059	463	77 7 8	7,200	42	79 6 7
In Schools connected with *Church of Scotland*	81 4 5	9	6	72 10 3	37	—	74 4 4
United Free Church	85 6 8	3	1	78 16 8	24	—	79 11 1
Episcopal Church	85 13 11	49	10	61 13 10	97	—	69 14 11
Roman Catholic Church	89 12 5	202	20	71 14 4	551	8	76 10 5
Undenominational and other Schools	92 14 9	42	23	75 10 10	74	1	81 15 4
Total	91 18 10	1,364	522	70 18 4	7,986	45	78 19 9

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Statistics of Annual Grant Schools—*continued.*

Table 14.—School Fees and Merit Certificates.

Denominations.	School Fees.										Number of Merit Certificates awarded.	Number of Scholars passed for enrolment in Supplementary Courses.
	Number of Free Scholars.	Fee-Paying Schools.						Total No. of Scholars paying fees.	Percentage of Free Scholars.	Percentage of Fee-Paying Scholars.		
		Public Schools (Art. 134).		Voluntary Schools not claiming Fee Grants.		Other Schools (Scholars under 3 and over 15).						
		No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.					
In *Public* Schools	683,880	55	13,279	-	-	3	23	13,302	98·09	1·91	9,159	45,003
In Schools connected with *Church of Scotland*	2,854	-	-	-	-	1	46	46	98·41	1·59	33	184
United Free Church	1,925	-	-	-	-	-	-	-	100·00	-	5	131
Episcopal Church	11,768	-	-	1	151	-	-	151	98·73	1·27	83	448
Roman Catholic Church	83,052	-	-	9	937	1	4	941	98·88	1·12	387	2,551
Undenominational and other Schools	6,321	-	-	5	2,480	1	17	2,497	71·68	28·32	40	524
Total	799,800	55	13,279	15	3,568	6	90	16,987	97·90	2·10	9,707	48,841

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 15.—AVERAGE ATTENDANCE ON WHICH GRANT WAS CLAIMED, AND ON WHICH PAYMENTS WERE MADE AT DIFFERENT RATES.

DENOMINATIONS.	Number of Schools (other than Higher Grade).	Average Attendance on which grant was claimed in these Schools.	Article 19 B 1, 2, and 3. Average Attendance: Paid Normal Grant.	Normal Grant increased by 6d.	Normal Grant reduced by 6d.	Normal Grant reduced by 1s.	Grant refused.	Article 21. Supplementary Courses in Schools other than Higher Grade Schools. Number of Departments.	Average Attendance paid at: 40s.	45s.	50s.	55s.	Total.	Articles 142 and 144. Higher Grade Schools. Number of Schools.	Average Attendance paid at: Under 12.	1st Year. Art. 19 B 1 (c)	1st Year. 50s.	1st Year. 55s.	2nd Year. 70s.	2nd Year. 77s.	Beyond 2nd Year. 90s.	Beyond 2nd Year. 99s.	Total.
In *Public* Schools - -	2,776	595,403	325,309	244,779	1,461	—	—	1,434	47	22	20,516	3,269	23,854	123	174	5,181	2,638	3,723	993	2,379	845	15,759
In Schools connected with *Ch. of Scotland*	16	2,459	1,086	1,314	—	—	—	5	—	—	59	—	59	2	—	66	—	47	—	37	—	150
United Free Church -	4	1,634	112	1,480	—	—	—	2	—	—	6	36	42	2	4	59	—	40	—	21	—	120
Episcopal Church - -	62	10,291	9,319	712	—	—	—	29	—	—	243	17	260	—	—	—	—	—	—	—	—	—
Roman Catholic Church	201	71,189	55,260	13,618	1,166	—	—	73	—	—	1,032	113	1,145	6	—	259	81	98	41	31	8	518
Undenominational and other Schools - -	52	7,400	3,379	3,693	5	—	—	15	—	—	311	12	323	4	2	192	8	120	24	79	—	423
Total - -	3,111	688,376	394,465	265,596	2,632	—	—	1,558	47	22	22,167	3,447	25,683	137	180	5,757	2,727	4,028	1,058	2,547	853	16,970

Note.—There were 627 separate Infant schools and departments under Art. 19 B 5, and the extra grant of 1s. per head was paid on an average attendance of 74,340 scholars under 7 years of age.
Of the average attendance paid under Art. 19 B 1 (c), 115 were at 22s. and 65 at 22s. 6d.

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TABLE 16.—TABLE SHOWING THE OPERATION, IN CERTAIN SPECIFIED COUNTIES, OF ARTICLE 19 B 6 AND 7, ARTICLE 22, AND ARTICLE 147.

COUNTY.	Art. 19 B 6.						Art. 19 B 7.	Art. 22.	Art. 147.
	Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Average Attendance on which extra grant of 1s. was paid.	Average Attendance over 10 in respect of which a further Grant of 6s. was paid.	Average Attendance on which a grant of 10s. was paid.
		1s.	2s.	3s.	4s.				
Argyll	160	25	135	329	8,864	9,353	270	2,020	406
Caithness	63	—	—	29	5,207	5,236	—	854	370
Inverness	167	105	144	493	7,735	8,477	927	700	210
Orkney	56	—	—	109	2,883	2,992	—	762	151
Ross	133	29	381	591	9,272	10,273	1,313	1,685	311
Shetland	46	40	71	312	2,158	2,581	—	313	64
Sutherland	39	—	—	—	2,275	2,275	126	530	165
Total	664	199	731	1,863	38,894	41,187	2,636	6,864	1,677

The extra Grants under the above Articles amounted to 11,070*l.* 16*s.*

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Statistics of Annual Grant Schools—*continued.*

Table 17.—Table showing the Operation of Articles 19 D and 23 (*b*).

Denominations.	Article 19 D.						Article 23 (*b*).		
	Number of Schools paid under Art. 19 D Grants of		Article 19 D (*a*).			Number of Schools paid Grant of £10 under Article 19 D (*b*).	Number of Schools.	Number of Scholars for whom additional attendances were claimed under	
	£10	£15	Number of Centres.	Children under 10. (17/- per scholar.)	Children above 10. (18/- per scholar.)			Article 23 (*b*) 1.	Article 23 (*b*) 2.
In *Public* Schools	315	569	187	811	739	22	170	204	1,097
In Schools connected with *Church of Scotland*	2	4	—	—	—	—	1	—	2
United Free Church	—	—	—	—	—	—	—	—	—
Episcopal Church	1	1	—	—	—	—	—	—	—
Roman Catholic Church	2	5	—	—	—	—	16	20	101
Undenominational and other Schools	2	13	—	—	—	—	3	91	3
Total	322	592	187	811	739	22	190	315	1,203

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TABLE 18.—*TABLE SHOWING THE OPERATION OF ARTICLE 19 B (4) UNDER WHICH GRANTS FOR DRAWING ARE PAID IN RESPECT OF THE JUNIOR AND SENIOR DIVISIONS OF SCHOOLS.

DENOMINATIONS.	Article 19 B 4 (Drawing)								
	Number of Schools.	Average Attendance on which payments were made.				Total.	Grant paid under		Total Amount of Grant.
		Children between 7 and 10 years of age.		Children over 10 years of age who have not obtained the Merit Cert.			Article 19 B 4 (a).	Article 19 B 4 (b).	
		At 1/6.	At 1/9.	At 1/9.	At 2/-				
							£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	2,612	112,996	101,790	143,476	93,283	451,545	17,516 9 9	22,049 3 5	39,565 13 2
In Schools connected with *Church of Scotland*	15	285	553	512	542	1,892	67 14 2	96 3 3	163 17 5
United Free Church	4	23	583	29	639	1,274	52 14 9	66 8 9	119 3 6
Episcopal Church	60	2,838	911	2,957	1,033	7,739	295 16 0	365 6 4	661 2 4
Roman Catholic Church	199	19,973	5,879	22,033	6,143	54,028	1,999 4 11	2,528 0 2	4,527 5 1
Undenominational and other Schools	46	1,788	572	2,241	847	5,448	184 3 0	280 15 9	464 18 9
Total	2,936	137,903	110,288	171,248	102,487	521,926	20,116 2 7	25,385 17 8	45,502 0 8

* The above Table refers to the Junior and Senior Divisions of Schools only. As a rule all Scholars in Advanced and Higher Grade Departments receive instruction in Drawing, but in those Departments no separate grant for the subject is made

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 19.—DETAILS OF INSTRUCTION IN CERTAIN SPECIFIED SUBJECTS.

DENOMINATIONS.	Experimental Science.			Manual Instruction.			Cookery.			Laundry Work.			Dairying.			Dressmaking.			Household Economy.		
	Number of Schools	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.
In *Public* Schools -	150	19,853	84	301	26,274	42	660	47,987	36	170	8,920	24	4	169	29	62	5,020	34	8	4,065	29
In Schools connected with *Church of Scotland* - - -	2	208	74	–	–	–	3	126	34	2	38	10	–	–	–	1	57	41	1	12	11
United Free Church -	2	187	83	2	42	49	2	54	40	–	–	–	–	–	–	–	–	–	–	–	–
Episcopal Church -	–	–	–	4	89	56	7	127	33	6	90	23	–	–	–	–	–	–	4	95	37
Roman Catholic Church -	10	758	85	12	477	46	20	757	34	8	247	18	–	–	–	4	143	44	8	321	15
Undenominational and other Schools - -	5	511	85	7	231	84	9	482	35	2	75	18	–	–	–	2	220	50	1	6	24
Total	169	21,517	84	326	27,113	42	701	49,533	36	188	9,370	24	4	169	29	69	5,440	35	94	5,099	28
Total number of Scholars respectively in: Senior Divisions of Schools		317			14,548			32,219			2,719			25			46			433	
Total number of Scholars respectively in: Higher Grade Schools and Supplementary Courses.		21,200			12,565			17,314			6,651			144			5,394			4,666	

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 20.—PARTICULARS RESPECTING SINGING, MILITARY DRILL, SAVINGS BANKS, AND SCHOOL LIBRARIES.

DENOMINATIONS.	Number of Schools in which Singing is taught.				Number of Schools in which Military Drill is taught in Senior Division.	Savings Banks.			Libraries.	
	By Ear only.	Staff Notation.	Tonic Sol. Fa.	On both Systems.		Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.
								£. s. d.		
In *Public* Schools	56	36	2,297	491	1,351	204	33,219	9,151 15 9	1,453	303,821
In Schools connected with *Church of Scotland*	—	1	14	3	7	—	—	—	7	860
United Free Church	—	—	5	1	3	1	413	39 16 10	2	288
Episcopal Church	—	—	45	17	29	10	764	173 17 8	28	5,212
Roman Catholic Church	1	7	160	39	72	9	978	321 14 8	69	14,851
Undenominational and other Schools	—	3	43	9	16	4	338	110 12 2	24	7,968
Total	57	47	2,564	560	1,478	228	35,712	9,797 17 1	1,583	333,000

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Statistics of Annual Grant Schools—*continued.*

Table 19.—Details of Instruction in Certain Specified Subjects.

Denominations.	Experimental Science.			Manual Instruction.			Cookery.			Laundry Work.			Dairying.			Dressmaking.			Household Economy.		
	Number of Schools	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.
In *Public* Schools	150	19,853	84	301	26,274	42	660	47,987	36	170	8,920	24	4	169	29	62	5,020	34	8	4,065	29
In Schools connected with *Church of Scotland*	2	208	74	–	–	–	3	126	34	2	38	10	–	–	–	1	57	41	1	12	11
United Free Church	2	187	83	2	42	49	2	54	40	–	–	–	–	–	–	–	–	–	–	–	–
Episcopal Church	–	–	–	4	89	56	7	127	33	6	90	23	–	–	–	–	–	–	4	95	37
Roman Catholic Church	10	758	85	12	477	46	20	757	34	8	247	18	–	–	–	4	143	44	8	321	15
Undenominational and other Schools	5	511	85	7	231	84	9	482	35	2	75	18	–	–	–	2	220	50	1	6	24
Total	169	21,517	84	326	27,113	42	701	49,588	36	188	9,370	24	4	169	29	69	5,440	35	94	5,099	28
Total number of Scholars respectively in: Senior Divisions of Schools		317			14,548			32,219			2,719			25			40			433	
Total number of Scholars respectively in: Higher Grade Schools and Supplementary Courses.		21,200			12,565			17,314			6,651			144			5,394			4,666	

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Statistics of Annual Grant Schools—*continued.*

Table 20.—Particulars respecting Singing, Military Drill, Savings Banks, and School Libraries.

Denominations.	Number of Schools in which Singing is taught.				Number of Schools in which Military Drill is taught in Senior Division.	Savings Banks.			Libraries.	
	By Ear only.	Staff Notation.	Tonic Sol. Fa.	On both Systems.		Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.
								£. s. d.		
In *Public* Schools	56	36	2,297	491	1,351	204	33,219	9,151 15 9	1,453	303,821
In Schools connected with *Church of Scotland*	—	1	14	3	7	—	—	—	7	860
United Free Church	—	—	5	1	3	1	413	39 16 10	2	288
Episcopal Church	—	—	45	17	29	10	764	173 17 8	28	5,212
Roman Catholic Church	1	7	160	39	72	9	978	321 14 8	69	14,851
Undenominational and other Schools	—	3	43	9	16	4	338	110 12 2	24	7,968
Total	57	47	2,564	560	1,478	228	35,712	9,797 17 1	1,583	338,000

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 21.—EXAMINATION AND PAYMENTS ON ACCOUNT OF BLIND OR DEAF-MUTE CHILDREN UNDER ARTICLE 20 I.

Number of Schools.		Number of Scholars presented to His Majesty's Inspectors.					Scholars paid for at the rate of 5*l.* 5*s.* 0*d.* under Article 20 (*a*) and (*b*).				
		Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	
14	15	149	123	310	300	882	142	117	308	298	865

(*continued*).

Scholars paid for at the rate of 3*l.* 3*s.* 0*d.* under Article 20 (*a*) only.					Scholars paid for at the rate of 2*l.* 2*s.* 0*d.* under Article 20 (*b*) only.					Scholars who failed on Examination.		Grant paid under Article 20.
Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.	Article 20 (*a*).	Article 20 (*b*).	
Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.				
	—	1	1	2	7	6	—	—	13	2	—	£. s. d. 4,062 17 9

NOTE.—Under Article 20 II., Special Classes for "defective" or "epileptic" children were established in ten Schools, and grants amounting to 1,198*l.* 19*s.* 6*d.* were paid on account of 307 Scholars.

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TABLE 22.—ANNUAL INCOME, EXPENDITURE on MAINTENANCE, AND RATE OF INCOME AND EXPENDITURE PER SCHOLAR.

DENOMINATIONS.	INCOME.													* Rate of Income per Scholar in Average Attendance.
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Books, &c. sold to Scholars.	Fee Grant.	Grant in Aid.	General Aid Grant.	Government Grant, 1904–1905.	From Secondary Education Committee.	From County Councils for Technical Instruction.	Other Sources.	Total.	
	£.	£.	£.	£.	£.	£.	£.	£	£.	£.	£.	£.	£.	£. s. d.
In *Public* Schools	10,695	675,054	455	16,496	14,781	365,050	—	111,262	772,815	24,161	2,193	15,111	2,008,073	3 5 8¾
In Schools connected with *Church of Scotland*	172	—	418	157	382	1,186	247	297	2,132	200	—	1,341	6,532	3 4 1¾
United Free Church	150	—	17	—	207	1,056	265	306	2,440	125	—	1,456	6,022	3 8 6¾
Episcopal Church	508	—	2,917	176	479	6,102	1,549	2,105	11,684	—	—	453	25,973	2 10 5¾
Roman Catholic Church	384	—	34,348	1,100	3,984	41,632	8,992	10,855	77,370	723	33	603	180,024	2 9 11
Undenominational and other Schools	2,857	—	2,829	3,547	92	3,265	1,178	1,625	11,167	795	271	88	27,714	3 11 0½
Total	14,766	675,054	40,984	21,476	19,925	418,291	12,231	126,450	877,608	26,004	2,497	19,052	2,254,338	3 8 11¾

DENOMINATIONS.	EXPENDITURE.					* Rate of Expenditure per Scholar in Average Attendance for				
	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.
	£.	£.	£.	£.	£.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	1,608,497	80,969	9,764	306,837	2,006,067	2 12 8½	0 2 7½	0 0 3¾	0 10 0½	3 5 7¾
In Schools connected with *Church of Scotland*	6,537	628	27	850	8,042	2 14 2½	0 2 4½	0 0 3¾	0 6 6½	3 3 5
United Free Church	4,963	264	—	727	5,954	2 16 5½	0 3 0	—	0 8 3¾	3 7 8¾
Episcopal Church	19,835	1,329	1,281	3,382	25,827	1 18 6	0 2 7	0 2 6	0 6 6¾	2 10 1¾
Roman Catholic Church	117,081	10,049	32,901	21,396	181,427	1 12 7½	0 2 7¾	0 8 11½	0 5 11	2 10 1½
Undenominational and other Schools	22,063	873	787	3,444	27,167	2 16 6½	0 2 2¾	0 2 0½	0 8 10	3 9 7½
Total	1,778,976	94,112	44,760	336,636	2,254,484	2 10 6½	0 2 7½	0 1 2¾	0 9 6½	3 8 11

* Calculated on complete annual returns only.

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23—*ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	AMOUNT CLAIMED ON										
	Children under 7. Art. 19 B 1(*a*).	Children between 7 and 10. Art. 19 B 1 (*b*).	Children over 10. Art. 19 B 1 (*c*).	Article 21.	Article 22.	Special Grants to Small Schools. Art. 19 D.	Pupil Teachers. Art. 19 E.	Special Grants. Art. 19 F.	Defective and Epileptic Children. Art. 20 (II.)	Scholars in Higher Grade Schools. Arts. 142-7.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	110,490 7 0	223,618 16 4	270,627 16 5	73,971 5 7	2,234 3 10	13,349 2 4	9,246 3 4	388 17 6	1,196 17 9	66,519 4 8	771,642 14 9
Schools connected with *Church of Scotland.*	430 15 7	845 15 11	1,162 17 1	164 13 1	—	80 0 0	75 12 6	—	—	583 17 7	3,343 11 9
United Free Church	297 2 6	621 3 0	755 5 6	124 18 7	—	—	87 10 0	—	—	485 8 8	2,371 8 3
Episcopal Church	2,129 9 0	3,833 16 10	4,485 11 6	720 1 6	—	25 0 0	124 0 0	8 16 7	—	—	11,326 15 5
Roman Catholic Church	14,815 9 4	26,233 9 5	31,445 3 5	3,341 14 7	—	95 0 0	836 17 6	—	—	1,845 7 2	78,613 1 5
Undenominational Schools	1,292 12 6	2,450 5 0	3,666 10 6	948 12 8	—	205 0 0	114 8 4	—	—	1,723 15 10	10,401 4 10
Total	129,455 15 11	257,603 6 6	312,143 4 5	79,271 6 0	2,234 3 10	13,754 2 4	10,484 11 8	397 14 1	1,196 17 9	71,157 18 11	877,698 16 5

* The Grant in Relief of Fees (Art. 128 of the Code), the Aid Grant to Voluntary Schools (Art. 155), the Grant on account of Blind and Deaf-Mute Children (Art. 20), and the Grant for Drawing in the Junior and Senior Divisions of Schools (Art. 19 B 4) are not included in this Table. For particulars of the two last-named Grants *see* Tables 21 and 18, respectively.

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23.—*ANNUAL GRANTS—*continued.*

DEDUCTIONS FROM CLAIMS, AND AMOUNTS GRANTED.

DENOMINATIONS.	DEDUCTIONS.						Total Amount of Grants.	Rate of Grant per Scholar in Average Attendance.
	Under Article 32 (*a*).	Under Article 32 (*b*)	Under Article 32 (*c*).	Under Article 32 (*d*).	Under Article 32 (*e*).	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	787 8 7	828 12 11	111 11 8	16 17 6	—	1,744 10 8	769,898 4 1	1 5 0½
Schools connected with *Church of Scotland*	28 1 0	—	—	—	—	28 1 0	3,315 10 9	1 4 5¾
United Free Church	—	—	—	—	—	—	2,371 8 3	1 6 11¼
Episcopal Church	98 3 5	26 15 2	5 11 8	—	53 13 3	184 3 6	11,142 11 11	1 1 7¾
Roman Catholic Church	75 17 8	270 19 3	578 8 4	—	—	925 5 3	77,687 16 2	1 1 8
Undenominational Schools	8 15 0	—	1 0 0	—	—	9 15 0	10,391 9 10	1 6 7¼
Total	998 5 8	1,126 7 4	696 11 8	16 17 6	53 13 3	2,891 15 5	874,807 1 0	1 4 8

* See footnote on previous page.

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Statistics of Annual Grant Schools—*continued.*

Table No. 24.—Supplementary Table relating to Higher Grade Schools only.

Number of Schools.	Accommodation.	Average Number of Scholars on Registers during Year.	Average Attendance.				Number of Scholars on Registers at end of School Year, aged						
			1st Year's Course.	2nd Year's Course.	Beyond 2nd Year.	Total.	Under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and over.	Total.
137	31,742	19,319	8,664	5,086	3,400	17,150	39	1,296	4,792	4,691	3,198	3,082	17,098

Income.												Expenditure.			
Annual Parliamentary Grant, Arts. 142-3 and 147, 1904–1905.	Grant in Relief of Fees.	Grant in Aid of Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	School Board Rates.	School Fees.	Books, &c., Sold to Children.	From County Council or other Local Authority for Technical Education.	From the Burgh or County Committee for Secondary Education.	Other Sources.	Total.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
56,696	9,079	2,489	3,697	2,682	45,642	5,006	1,277	1,459	22,941	1,481	152,445	126,187	9,369	17,770	153,326

Annual Grants.

Amounts Claimed.						Deductions from Claims.			Total Amount of Grants.
Art. 142 (*a*) (1st Year).	Art. 142 (*b*) (2nd Year).	Art. 142 (*c*) (Beyond 2nd Year).	Art. 143.	Art. 147.	Total.	Under Art. 82 (*b*).	Under Article 82 (*a*).	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
22,581 15 0	19,128 16 0	15,927 5 9	12,624 0 6	805 16 8	71,157 13 11	138 0 2	156 10 11	294 17 1	70,862 16 10

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 25.—TEN YEARS' SUMMARY.

PUBLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1897	2,738	529,919	2 11 5½	0 19 2½	2 11 4½
1898	2,737	535,636	2 12 3½	0 19 8½	2 12 2½
1899	2,743	540,433	2 13 8½	1 0 7⅝	2 13 7⅝
1900	2,774	547,249	2 15 0½	1 2 2½	2 14 11½
1901	2,788	555,302	2 17 4½	1 3 11½	2 17 4
1902	2,786	562,863	2 18 11½	1 5 2⅝	2 18 11
1903	2,793	582,503	2 18 8½	1 5 1⅝	2 18 8
1904	2,834	592,640	3 0 2⅝	1 4 6⅝	3 0 2½
1905	2,882	602,933	3 3 11½	1 5 9½	3 3 11
1906	2,903	611,305	3 5 8⅝	1 6 7½	3 5 7⅝
SCHOOLS CONNECTED WITH CHURCH OF SCOTLAND.					
			£ s. d.	£ s. d.	£ s. d.
1897	34	4,721	2 6 8	0 13 9½	2 5 3½
1898	33	4,730	2 8 9½	0 14 11½	2 7 4
1899	31	4,215	2 11 3	0 16 2½	2 11 1⅝
1900	27	4,104	2 14 4	0 18 0½	2 11 5
1901	24	3,884	2 15 6⅝	0 19 1½	2 15 5⅝
1902	21	3,671	2 15 0½	0 18 3⅝	2 13 11½
1903	20	3,630	2 13 11½	0 17 10½	2 12 9⅝
1904	18	3,324	2 18 3	0 19 5	2 15 4
1905	20	3,277	2 19 10½	0 19 2½	2 17 4
1906	18	2,609	3 4 1⅝	1 2 5½	3 3 5
UNITED FREE CHURCH SCHOOLS.					
			£ s. d.	£ s. d.	£ s. d.
1897	8	3,192	2 7 1½	0 13 0⅝	2 9 7½
1898	8	3,156	2 11 6½	0 16 5	2 10 5½
1899	7	2,533	2 10 5⅝	0 15 6	2 10 6½
1900	6	2,706	2 16 0	0 17 0½	2 17 3½
1901	4	1,814	3 0 0	0 17 3	3 1 3½
1902	4	1,814	2 19 10	1 2 4	3 2 3
1903	4	1,830	2 19 4½	1 1 0	2 17 8½
1904	6	1,796	3 8 3	1 7 4	3 5 3½
1905	6	1,770	3 8 1½	1 5 6½	3 6 9⅝
1906	6	1,758	3 8 6½	1 4 3½	3 7 8⅝
EPISCOPAL SCHOOLS.					
			£ s. d.	£ s. d.	£ s. d.
1897	71	11,535	1 19 10⅝	0 11 0½	1 19 10⅝
1898	71	11,355	2 2 10	0 12 1½	2 1 9½
1899	68	10,874	2 4 0½	0 11 2	2 3 5½
1900	68	10,862	2 4 4⅝	0 11 1½	2 3 10½
1901	67	10,691	2 5 6⅝	0 12 3½	2 6 10½
1902	66	10,730	2 5 10½	0 11 2½	2 6 6⅝
1903	66	10,995	2 4 11⅝	0 10 7½	2 5 2½
1904	66	10,911	2 8 6⅝	0 12 2½	2 6 9½
1905	66	10,878	2 9 9	0 10 4½	2 9 1½
1906	62	10,291	2 10 5⅛	0 10 8	2 10 1⅞

* Calculated on complete annual returns only.

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TABLE 25.—TEN YEARS' SUMMARY—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1897	184	51,374	2 2 4	0 13 1½	2 2 5½
1898	187	53,422	2 2 11	0 12 4¾	2 3 1
1899	188	54,079	2 4 9½	0 11 6½	2 4 6½
1900	189	55,119	2 4 11½	0 12 1¾	2 5 6½
1901	189	56,484	2 6 11	0 13 5¾	2 6 11¾
1902	190	58,705	2 6 6	0 12 8½	2 7 0
1903	192	61,713	2 6 11	0 13 0¾	2 6 8½
1904	196	65,963	2 6 8½	0 12 1¾	2 6 8½
1905	201	68,993	2 8 5¾	0 11 1	2 8 7
1906	208	71,757	2 9 11	0 12 3	2 10 1½

UNDENOMINATIONAL AND OTHER SCHOOLS.

			£ s. d.	£ s. d.	£ s. d.
1897	84	10,464	2 19 9½	1 6 5	2 17 9½
1898	77	10,020	2 19 0½	1 4 3	2 16 5½
1899	74	8,906	3 0 9	1 4 3½	2 19 0¾
1900	71	8,998	3 4 5¾	1 7 4½	3 2 5
1901	69	8,199	3 3 1¾	1 10 11	3 4 7
1902	78	8,718	3 4 4½	1 6 11¾	3 3 11½
1903	74	8,618	3 3 4½	1 6 0½	3 2 4¾
1904	69	7,635	3 9 8¾	1 9 3	3 8 9½
1905	69	8,530	3 9 4¾	1 6 3½	3 8 11¾
1906	65	8,342	3 11 0½	1 5 2¾	3 9 7½

SUMMARY UNDER YEARS.

			£ s. d.	£ s. d.	£ s. d.
1897	3,119	611,205	2 10 6½	0 18 6¾	2 10 5½
1898	3,113	618,319	2 11 5	0 18 11¾	2 11 3½
1899	3,111	621,040	2 12 9¾	0 19 8	2 12 8½
1900	3,135	629,038	2 14 1	1 1 1½	2 13 11¾
1901	3,141	636,374	2 16 3½	1 2 10	2 16 3¾
1902	3,145	646,501	2 17 7¾	1 3 10	2 17 8
1903	3,149	669,289	2 17 5	1 3 9	2 17 4½
1904	3,189	682,269	2 18 9½	1 3 1½	2 18 8
1905	3,244	696,381	3 2 2½	1 3 11¾	3 2 1½
1906	3,262	706,062	3 3 11¾	1 4 11	3 3 11

* Calculated on complete annual returns only.

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TABLE 26.—TABLE SHOWING PROGRESS MADE DURING YEARS 1897—1906 IN REGARD TO DAY SCHOOLS IN RECEIPT OF ANNUAL GRANTS.

	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.
Estimated population	4,222,784	4,256,566	4,290,619	4,324,944	4,472,103	4,521,296	4,571,080	4,621,311	4,672,145	4,723,539
„ „ of school age (5–14)	880,990	888,088	895,142	902,303	866,908	876,444	886,085	895,832	905,686	915,649
Number of schools	3,119	3,113	3,111	3,135	3,141	3,145	3,149	3,189	3,244	3,262
Scholars for whom accommodation was provided	853,641	866,287	879,797	903,134	921,119	926,219	948,808	967,622	991,418	1,009,851
Scholars on the Registers at end of school year	724,268	733,301	741,737	756,553	767,421	768,598	785,473	798,492	804,162	806,737
Scholars in actual average attendance	611,205	618,319	621,040	629,038	636,374	646,501	669,289	682,269	696,881	706,062
Percentage to Scholars on Registers	*84·39*	*84·32*	*83·73*	*83·14*	*82·92*	*84·11*	*85·21*	*85·98*	*86·60*	*87·52*
Number of Certificated Teachers (including teachers provisionally certificated under Art 60.)	9,893	9,975	10,376	10,845	11,268	11,638	12,195	12,801	13,604	14,186
„ „ Assistant Teachers (Art. 79)	2,033	2,193	2,371	2,418	2,606	2,606	2,555	2,718	2,718	2,794
„ „ Pupil Teachers	4,170	3,978	4,111	3,926	4,035	3,789	4,165	4,182	4,191	4,323
„ „ Female Assistants (Art. 32 c) (3)	156	150	133	124	211	211	205	236	172	148
Average Salary of Certificated Teachers: Male	£ s. d. 141 16 4	£ s. d. 142 6 10	£ s. d. 143 7 9	£ s. d. 142 15 10	£ s. d. 146 0 11	£ s. d. 147 10 8	£ s. d. 148 2 1	£ s. d. 149 12 7	£ s. d. 151 7 6	£ s. d. 152 13 11
„ „ „ Female	68 11 7	69 8 1	69 19 7	70 6 1	72 6 3	73 9 8	74 7 10	75 17 5	77 8 8	78 19 2
*Cost of maintenance per scholar in average attendance	2 10 5¼	2 11 3½	2 12 8½	2 14 1	2 16 3¾	2 17 8	2 17 4½	2 18 8	3 2 1½	3 3 11
*Income per scholar in average attendance derived from:—										
Public and Voluntary Schools — Annual Grant	1 1 7¾	1 1 11¼	1 2 1¾	1 2 3½	1 2 8½	1 2 8½	1 2 11½	1 3 10½	1 4 5	1 4 8
Public and Voluntary Schools — Fee Grant	0 11 11½	0 12 0	0 11 11½	0 11 10	0 11 10	0 11 11	0 11 8¾	0 11 11½	0 11 9½	0 11 10¾
Public Schools only—Rates	0 14 3½	0 14 9½	0 16 0½	0 17 5	0 19 3¾	1 0 2¾	1 0 4¾	0 19 11¾	1 1 2½	1 1 11
Voluntary Schools only — Voluntary Contributions	0 8 0½	0 7 4	0 6 11½	0 7 4	0 8 8¾	0 8 5½	0 8 5	0 8 7¾	0 7 4¾	0 8 0
Voluntary Schools only — Aid Grant	—	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0

* Calculated on Complete Annual Returns only.

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PART III. OF APPENDIX.

TRAINING OF TEACHERS.

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NOTE.

The Regulations for the Preliminary Education, Training and Certification of Teachers for various grades of Schools, together with the Minute of 30th January, 1905, establishing Provincial Committees for the Training of Teachers, and the Memorandum of 1st January, 1907, as to the Examination of Candidates for recognition as qualified Teachers of Modern Languages, are issued as a separate publication (*price* 3½*d.*) They are also included in this Volume. *See* page 149.

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EDUCATION (SCOTLAND).
TRAINING OF TEACHERS.

REPORT *for the Year* 1905–06, *by* A. E. SCOUGAL, Esq., M.A., *His Majesty's Senior Chief Inspector of Schools and Inspector of Training Colleges in* SCOTLAND, *on the* TRAINING *of* TEACHERS.

January 1907.

MY LORDS,

I have the honour to present to Your Lordships my third General Report on the Training of Teachers in Scotland.

Number of Students in Training.

The number of students in attendance during the past session at the various Training Centres was 1,722, an increase of 79 over the number for the previous session. Of these, 1,392 were King's Scholars, distributed among the eight Training Colleges at Edinburgh, Glasgow, and Aberdeen; while the other 330 were King's Students, in attendance at the four Training Centres controlled by the Local Committees in connexion with the Universities of Glasgow, Aberdeen, and St. Andrews, and the University College of Dundee. These 330 King's Students were, of course, University Students; but 429 of the King's Scholars also attended classes at the University: and there was thus a total of 759 University Students in training this year, as compared with 697 last year.

Encouraging progress during the past year.

In my report of last year I had the pleasure of being able to note, for the information of Your Lordships, a number of new developments in the work of the Training Institutions, especially in the way of modifications of organization, curriculum, and methods, which had been introduced, in response to Your Lordships' Circular 329, with the view of bringing our system of training as far as possible up to date. This year there is very little of novelty in these directions to record. The main characteristics of the session's work have rather been earnest effort and steady progress along the lines arrived at and adopted last year. That this should be so was in any case both natural and desirable; but there has been special reason this year why new departures should not be attempted, Since the issue of Your Lordships' Minute of 30th January, 1905, the work of the present Training Authorities has been carried on amid a condition of suspense and expectancy, which has precluded them from contemplating any serious changes in either the organization or the curriculum of the institutions under their care. Nevertheless, there has been abundance of healthy vitality in the tone and the working of these institutions during the past session, and here and there interesting new developments of a minor kind have been noticeable. These I shall note in the subsequent portions of this report, which deal with the several subjects of the curriculum in detail. Reviewing here the work of the session as a whole, I am glad to report to Your Lordships that, as the result both of my own personal observations and also of careful consideration of

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the reports of the Special Inspectors on the work in their respective branches of the curriculum, I have been led to form a highly favourable estimate of the instruction and the training provided at the various Colleges and Centres. At all of them there is gratifying evidence of ability, earnestness, and well-directed purpose in the teaching; and in many cases the staff have given proof of valuable power of initiative and of marked skill in making the utmost of the opportunities that lie to their hands. The students are, with very few exceptions, eager and assiduous, responding appreciatively to the skilful and zealous efforts of their instructors, and showing realization of the importance of taking full advantage of the further education and the training that are provided for them. In my report for the year 1904–5 I spoke hopefully of the increased possibilities of development and progress that had been opened up by the new and less rigid system of examination and inspection of Training Institutions which was inaugurated by Your Lordships' Circular 329, of 30th August, 1901. It is with much pleasure that I now bear testimony that the expectations then formed, in my first year of inspection of the Training Centres, have been in most encouraging measure realized. Year by year there has been steady improvement in the general character and condition of these institutions. Their tone has risen very appreciably: it has become much more healthy — more academic and professional, if I may so put it—and has ceased to be that of the "crammer's" school or the "coaching" college. And, correspondingly, the work done in them has growingly become both higher in its plane and wider in its range; at once fuller, broader, and more truly educative, and, I am convinced, of much greater value towards the efficient training of the teachers of our country. While the administrative changes which have led to this improvement were, as I have said, the work of the Department, it would be neglect and injustice not to recognize—as I feel sure I may here do most heartily, with Your Lordships' full approbation—how much of the realization of this improvement has been due to the appreciative, able, and unflagging co-operation that we have received from the authorities and the staffs of the various Training Institutions. This recognition seems specially due and appropriate at the present time, when we are on the eve of such great changes in our whole organization for the training of teachers.

The new "Regulations for the Preliminary Education, Training, and Certification of Teachers for the various Grades of Schools."

Undoubtedly the most important event in the educational history of Scotland in the past year has been the issue of the new "Regulations for the Preliminary Education, Training, and Certification of Teachers for Various Grades of Schools." The appointment, in the early autumn of 1905, of the four Provincial Committees, in accordance with Your Lordships' Minute of 30th January of that year, was felt to be the first step towards long-desired reform in our system of training. When this was followed by Your Lordships' transmission of the draft of the proposed new Regulations, first to the Provincial Committees and afterwards more widely, for criticism and suggestions, public

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interest in the subject of the training of teachers was healthily aroused as it never had been before. This interest shows as yet no signs of abating; indeed, it has gone on steadily increasing.

The present really a transition period.

The Regulations were laid on the table of the House of Commons on the 7th of June, 1906, and became operative on the 7th of July. But this date was towards the very close of the Training Centre sessions. The Regulations, moreover, while in their general principles extremely simple, were necessarily complex in their details. Consideration of these details by the Provincial Committees and other bodies concerned in the working of them out had, in consequence of the intervention of the summer vacation, to be postponed until the commencement of the present session (1906–07); and it is already abundantly evident that even the greater part of this session must be looked upon as a transitional period, because it must be spent mainly in dealing with the changes of organization necessitated by the Regulations and in getting the details of the new organizations so far completed and in order beforehand that the new system may be put into full operation from the beginning of the session 1907–08.

Any discussion of the New Regulations therefore deferred.

Except for the state of suspense and expectancy occasioned by this time of transition, the new Regulations, therefore, have in no way practically affected the working of the training institutions during the period with which this report is concerned. In these circumstances I propose to refrain from all discussion of the new Regulations in this report, and virtually to confine it to as full as possible a setting forth of the presently existing state of matters at the various Training Centres. Should I have the honour to report to Your Lordships in future years, there will doubtless then be abundant occasion to deal with the many points of great importance which the Regulations involve, as these bring themselves under observation in the course of my inspection of the work that now falls to be undertaken by the Provincial Committees as training authorities.

The Provincial Committees.

It may not, however, be out of place to state here, from my direct experience of the two Provincial Committees on which I have the honour to be the official assessor, as well as from knowledge gained by me in conference with various members of the other two Provincial Committees, that Your Lordships may confidently rely upon it that all the important, arduous, and often delicate work falling upon these Committees will be done with the greatest industry, earnestness, and judgment, and with single-minded zeal for the advancement of our national education.

The transference of Training Colleges to the Provincial Committees.

Just one point directly connected with the new Regulations may, I think, be fittingly noted here—a point which has been greatly engaging public attention in Scotland—that, namely, of the transference of the Training Colleges, under Sections IX.–XI. of the Minute of 30th January, 1905. At the present date, after a protracted series of negotiations the four Provincial

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Committees and the Education Committees of the Church of Scotland and of the United Free Church of Scotland have succeeded in settling the conditions under which all the six Presbyterian Training Colleges shall be transferred to the Provincial Committees, and only the completion of the necessary legal procedure is now required to make the transference an accomplished fact. By this transference a long step has been taken towards the nationalization of the training system in Scotland. The Episcopal Training College in Edinburgh and the Roman Catholic Training College in Glasgow are, however, to continue under their present management.

Changes of Staff at the Training Centres.

During the period with which this report deals there have been few changes of importance among the staffs of the Colleges and Centres. But reference falls to be made here to the approaching retirement of two of the rectors of our Training Colleges—Dr. Paterson, of the Edinburgh United Free Church College, and Dr. Ogilvie, of the Aberdeen Church of Scotland College. Both of these gentlemen tendered their resignations at the end of last session, but both consented to continue at their posts until the transference of their respective colleges to the Provincial Committees should be completed. In my reports in ordinary course upon the Practical Training at these colleges I had occasion to make reference to the impending retirements of the rectors. As these retirements of the two oldest and most experienced of the heads of our Training Colleges under the system which is now moribund constitute, as it were, historical landmarks at the present time of change, I trust that Your Lordships will think it fitting that I should be permitted to put on record in this General Report what I said in the respective College Reports as to the debt which our country owes to these two gentlemen for their long, faithful, and most valuable services in the cause of national education:—

Retirement of Dr. Paterson, Rector of the Edinburgh United Free Church Training College:

Edinburgh United Free Church Training College.—"It is with deep regret that one learns that Dr. Paterson is on the eve of retiring from his position as Rector of this Training College—a post which he has so devotedly and ably filled for the long period of forty-two years. An enthusiast in the cause of Education, Dr. Paterson has kept himself abreast of the many developments in educational theory and practice which these years have witnessed, and he has been prompt to embody in the curriculum of the College all that he judged to be sound in the newer ideas and methods. Indeed, in every way that could promote the efficiency and enhance the reputation of 'Moray House,' he has during all these years laboured without stint. In the memories of very many the names of 'Dr. Paterson' and 'Moray House' will long be indissolubly linked together. Old Moray House students, at any rate, are little likely to forget the strenuous earnestness with which their Rector ever strove—by his example no less than by his teaching—to imbue them with high ideals of character and of work. Dr. Paterson takes with him in his retirement the warm esteem and the best wishes of all who have come into personal contact with him in connexion with the work of the Training College for which he has done so much."

and of Dr. Ogilvie, Rector of the Aberdeen Church of Scotland Training College.

Aberdeen Church of Scotland Training College.—"Dr. Ogilvie, the Rector, who has so long and so ably identified himself with this work, is on the eve of retiring. The fruits of his many years of devoted service in the cause of Education are perhaps most strikingly manifest in the life-work of the hundreds of successful teachers who, as students of this College, received their inspiration from contact with his personality. Yet

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it seems but fitting to place on record here how heartily the value of his work and influence has been appreciated by all those whose duty it has been to inquire into the efficiency of the College over which he has presided as Rector since the day on which it was opened."

Scheme of rest of this Report.

The remaining portion of this Report is, for convenience of reference, divided into four sections. In Section I. the special curriculum of the University Students is considered, while Section II. deals with the work of the Training College Students who are not in attendance at University Classes. Sections III. and IV. deal respectively with the papers worked at the King's Scholarship Examination and at the Certificate Examination.

SECTION I.

University Students.

Students in Training consist at present of two classes, University and Non-university Students. In the former are included all those who, in accordance with their qualifications as determined by Article 95 (*d*) or 96 of the Scotch Code, are permitted to attend university classes for part of their training; while those who do not attend the university, but receive the whole of their instruction at classes directly under the authorities of a Training Centre, fall into the latter. Of the 1,722 students in training during the past session, 759 were University and 963 Non-university Students. The number of University Students has shown a steady increase during the last two decades, and a still larger increase in the near future may confidently be expected as the result of the working of that part of the recent Regulations for the Training of Teachers which deals with the institution and organization of Junior Student Centres.

Attainments on Admission.

The ratio between these two classes of students is important as forming a rough yet sufficiently accurate indication of the attainments possessed by the candidates on their entrance into full training. In the one class are placed those who have reached the standard of proficiency demanded by the Universities for admission to their graduation courses, in the other class those who have not this qualification. Till now the attainment of the higher standard by candidates for admission to training has been more or less dependent on accidental circumstances. Success at the King's Scholarship Examination does not carry with it any qualification to attend university classes. Those only who pass the University Preliminary Examination, or who obtain Leaving Certificates of the Higher Grade in those subjects which are included in that Preliminary Examination, are eligible for attendance at graduation classes. The preparation necessary for the securing of these qualifications is obviously much more readily obtained in the larger centres of population, where central classes can be organized, than in remote rural districts. Indeed, under the conditions which have existed till now, a country pupil-teacher's chance of becoming a University Student has been but a slight one, and has depended mainly upon his happening to be apprenticed under a head

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master of exceptional attainments and zeal. It is, therefore, specially gratifying to find that the number of students possessing the qualifications necessary for recognition as University Students is so large as it is.

Combination of University and Non-university courses of study. Courses of study at the University.

The instruction and training of these students may be considered as divided into two parts. In the first place there is the course of subjects taken at the university; and in the second place there are certain non-university subjects, a knowledge of which forms an essential part of the equipment of a teacher of elementary schools. As regards the university course the Training Authorities arrange for one or more groups of three-year-courses of study, in which the university classes to be taken in each year are prescribed. These courses, as a rule, consist of seven university classes, two of which are taken in the first year, two in the second, and three in the third. Hitherto a good many of the students have been able to graduate at the end of such a course; but it has to be borne in mind that graduation is not the prime purpose of the Department in the students' training. There is, indeed, reason to suspect that in a good many of the courses hitherto followed some of the classes included have been put there rather as affording easy stepping-stones to graduation than because of their intrinsic value in a well-ordered course of training for teachers. Yet what ought to be the guiding principle here is clearly set forth in Circular 329, Section III. (*a*), where it is enjoined that "the classes composing each group should be determined by consideration of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree." This point requires to be emphasized in order to correct a misapprehension which is more or less prevalent regarding the precise aim of the course followed by University Students in training. Candidates who are looking forward to graduation as an indispensable factor in their course of training would do well to consider whether their purpose would not be better served by their working independently for the university degree in the first place, and then entering into training for a year under Article 15 (*e*) of the new Regulations.

Order of Subjects.

Note must also be made of the difficulties which in the past have prevented students in training from taking the university subjects in any definitely prescribed order. These difficulties have arisen mainly from incompleteness of the student's qualification to attend the university classes necessary for graduation. For example, many of the University Students from the Training Colleges do not possess the qualification entitling them to attend the graduating class in Latin. When Latin is a subject in the approved course of study, there are strong reasons for placing it in the first year. Consequently, in the cases mentioned the normal order has to be modified, and exceptional arrangements have to be made. If Latin be then exceptionally allowed as a second or third year subject, there arises the temptation to form special tutorial classes in the first

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year, in order to "coach" for the examination for the needed university qualification: and this is no part of the function of the Training Authorities. Such difficulties will, however, under the operation of Article 15 (*a*) and (*b*) of the new Regulations, rapidly diminish and ultimately disappear.

Non-university Subjects.

The subjects of non-university instruction for which provision has to be made by the Training Authorities are:—School Methods, combined with Practice in Teaching; Phonetics, Drawing, Singing, Needlework (for women), Hygiene, and Drill; and (for at least one full year's course in each) English and Science. Great care is taken to distribute this work over the period of training, so as to cause the least possible interruption of the university work and thus to minimize the danger of overpressure. Much of this work, accordingly, finds its way into the summer session. The arrangements generally adopted at the various Training Centres have been based on such considerations, and reflect much credit on the organizing powers of the authorities and their advisers.

Number of Students.

Of the 759 University Students in attendance during the past session, 429 were King's Scholars at a Training College. An account of their work in non-university subjects will be found in the next section of this Report. The remaining 330 students were King's Students under the Local Committees at Aberdeen, Glasgow, Dundee, and St. Andrews. It seems desirable on this occasion to make a separate review of their work, for two reasons: first, the conditions under which their courses of study have been organized are substantially those now laid down in the new Regulations for all Students in Full Training; and second, this procedure will best bring out the points in which at present the practical training of the King's Student differs from that of the King's Scholar.

Practical Training.

At the Training Colleges the practice in teaching has been almost entirely confined to a single school, namely, the Practising School attached to each College. Many important advantages, it is obvious, result from the possession of such a school, inasmuch as it can be organized to suit the special purposes of training, and in it different methods can be put to the test of first-hand experience. But the field of observation when limited to one school is too narrow. Indeed, it may safely be affirmed that the effective value of a Practising School for training purposes diminishes in proportion as the number of students using the school is increased beyond a certain limit. The tendency in such circumstances is to reduce the number of pupils in the classes to be taught by the students, and thus to make the conditions of their class-teaching considerably different from those which prevail in the ordinary elementary school. Under the new Regulations as many of the Public Schools as are deemed necessary may be utilized for the practical training of these students. This secures that the practice may be given under normal conditions. The training of the King's Students, more particularly of those at the Glasgow and Dundee centres, has been organized on these wider lines. At Glasgow all the city schools are eligible for visit; but, for con-

Extension of field for teaching practice.

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convenience' sake, the demonstration and criticism lessons are usually conducted in three or four schools of different types which lie within easy reach of the University. The arrangements at Dundee are similar. At Aberdeen two of the large Public Schools are utilized for this work, the headmaster in each school acting as Master of Method. Under the new Provincial Committee other two schools have been added as Practising Schools, by which extension a sufficiently wide field for observation and practice has been provided for the needs of the present session. At St. Andrews the training is chiefly confined to the Burgh Public School, although the two Infant Schools of the burgh are also utilized. There is at present no provision there for the observation of Higher Grade work.

Grouping of students for practice work.

A further development in the organization of the practical training is noteworthy. During the past session at all the centres—following the lead set by Glasgow—the students were divided for training purposes into groups of not more than thirty. Complete arrangements for carrying on all branches of the work were made for each group separately. Under this plan any individual student is obliged to take an active part in actual teaching and criticism much more frequently than would be the case were the groups larger. It may be of interest to state briefly the method ordinarily observed in conducting a criticism lesson at the Glasgow centre. The students, accompanied by the Master (or Mistress) of Method, take possession for the time being of a class in its own classroom and as far as possible under the conditions of its usual environment. The appointed lessons are then taught in succession by the students who had been previously told off for this duty, the other students following the course of these lessons with watchful and critical interest. As a rule, two lessons of about twenty minutes' duration are given. The students then find their way to an unoccupied room, and under the guidance ot the Master of Method take part in a discussion regarding the merits and demerits of the lessons which have been under observation. The students themselves take a keen and lively interest in this work, and state their opinions in a surprisingly frank and spontaneous manner. Points of right method are emphasized, improvements in method are suggested, and additional and often fresh and apposite illustrations are evoked. There can be no doubt that these exercises, when wisely guided and tactfully conducted by an experienced Master of Method, are of distinct value towards the practical training of the future teacher.

The Criticism Lesson.

Additional Practice.

At each centre careful arrangements are made to secure that the "additional practice in teaching," as well as the purely observational work, requisite for each student shall be done under conditions best suited to ensure the greatest amount of efficiency. All this work is very strictly supervised, each student keeping a detailed record of what he does in school, and his record being vouched and countersigned by the several masters of the classes which he has taught or observed.

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Experimental work.

The Practising School has often, and with good reason, been likened to the laboratory of the scientist; for it should be a place where not only practical knowledge of what is already recognized and known may be obtained, but where also experimental and research work may be prosecuted. A fear has been expressed that where the schools for practice are not immediately under the control of the Training Authorities the difficulties for carrying on experimental work may be increased. That such difficulties are not insuperable is evidenced this year at the Dundee centre, where, by arrangement with the several school authorities, the Director of Studies conducted a series of Demonstration Lessons in the teaching of Reading on the Phonic system, with a view of leading his students to arrive experimentally at an appraisement of this method as compared with the commoner methods of teaching Reading. Indeed, under the new system the students have access, not to one, but to many laboratories, where, from the variety of methods exemplified, better founded conclusions as to the best methods may be formed; and there is good ground for the expectation that, while most of the advantages of the old system are conserved, the new system, with its extension of the area for observation and practice, will reveal lines of development and progress which have hitherto escaped notice.

Education Libraries.

Another point of equipment calls for special note. Now that a third year of study has been definitely added to the course pursued by the University Student, there is greater reason than ever that he should have ready access to the best ideas on Education as they find expression in the rapidly growing mass of the educational literature of the day. It is of the utmost importance that at each of the centres a special Education Library should be provided for the use of the students. This has been done in a most complete fashion at the Dundee centre, largely owing to the action of Mr. Malloch, the Director of Studies, whose foresight and enthusiasm in this matter deserve the heartiest recognition.

Phonetics.

The course in Phonetics for King's Students is usually arranged for the summer session, when the students are less occupied with university work. It is gratifying to note from Professor Wyld's report on this branch that there has been a considerable improvement in the study of it. He speaks in high terms of the completeness and efficiency of the temporary arrangements which were made for last session at the Glasgow centre, and he expresses the hope that permanent arrangements on the same very satisfactory lines may be secured. He reports a gradual and steady improvement during the last few years at the Aberdeen centre. Here, however, the course might with advantage be widened, and made more historical. At Dundee, Mr. Malloch, the Director of Studies, in the absence of a special instructor, took up the work in this subject, with very creditable results. This was, however, only a temporary expedient, and it is hoped that the Committee will see the desirability of placing the teaching of Phonetics and English on a satisfactory permanent basis.

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Regarding the work done at the St. Andrews centre steady improvement is recorded.

Drawing. The report on Drawing, by H.M.I. Mr. Ewen, states that in this subject there has been steady improvement, and that progress in it is satisfactory under present conditions, but that the time devoted to the subject—less than 100 hours at any of the centres—is too short to allow adequate justice to be done to this branch of study. At one of the centres, indeed, the subject has not yet received the amount of attention necessary to warrant the granting of certificates for it. It is hoped that this state of matters will speedily be remedied under the new organization.

Hygiene. As regards Hygiene, Dr. Leslie Mackenzie has furnished full reports of the work done at the various centres, and from these it is evident that the advance anticipated in my last year's Report has been completely realized. The theoretical work has, in every case, been supplemented by practical clinical work, and in this the students have evinced the keenest interest. The nature of the practical work can best be seen from the following description by Dr. Leslie Mackenzie of a particular example of such work at the Dundee centre:—

"Some thirty children had been selected by the headmaster. Each of them suffered from some defect, more or less obvious. They were provided with brown paper and coloured chalk, and requested to draw whatever they remembered or liked best. Meanwhile the students were instructed to make observations of the children the school benches, the lighting, the means of ventilation, and the general hygienic aspects of the schoolroom. All these were duly recorded. The drawing lesson formed a good occasion for observing posture, eyesight, and the general conditions of nutrition, pallor, hair, skin, deformities, &c. On the occasion of my visit, twelve students took part in the demonstration.

"I examined their observation-record and found that it gave distinct evidence, not only of good assimilation of the systematic lectures, but also of capacity to observe. In every case the points noted were practical, and as accurate as could properly be expected in a non-technical description."

It is satisfactory to learn that at the Aberdeen centre arrangements are being made for a more systematic series of medical expositions and demonstrations than has hitherto been given there. In Glasgow the students are fortunate in having access to a wealth of illustrative material.

It is pointed out that the written examination, while as a rule carefully and accurately done, was apt to result in mere verbal reproduction of the lectures. The primary and essential aim of the course should be to develop the habit of active observation, the use of simple apparatus, and the frequent application of simple tests.

Physical Training. It is gratifying to learn from Captain Foster's reports on the Physical Training that there are distinct evidences of advancement alike in the conditions under which this training is conducted and in the general quality of the proficiency secured. Increased interest in this branch is shown at all the centres. At several the time devoted to the subject has been materially increased. Highly qualified and specially trained instructresses

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have been appointed to conduct the training of the female students at the Glasgow, Dundee, and St. Andrews centres. This of itself is a marked advance in the right direction. At all but one of the centres gymnastic costumes are worn by the female students. The male students are, as a rule, provided with gymnastic shoes, but, regrettably, they do not as yet at any of the centres don special suitable garb for their gymnastic exercises. Captain Foster reports favourably on the general physique of the students. Records of physical measurements are kept at the Aberdeen and Dundee centres. The students' power of imparting instruction in this branch is not yet high. A summary of Captain Foster's valuable suggestions as to method will be found in the relative portion of Section II. of this report.

Cookery.

Miss Crawford reports that instruction in Cookery was given to the students at two of the centres. The work in Dundee has been carried on in the well-equipped class-room of the college, and in every respect the management and teaching have been most satisfactory. The training is very thorough, and is specially adapted to be of use to those students who may afterwards teach the subject. The work at St. Andrews has unfortunately been interrupted by a breakdown in the teacher's health, and, while the acting teacher did all she could, the course was somewhat meagre.

Needlework.

The Hon. Mrs. Colborne reports in favourable terms on the instruction in Needlework under the various Committees. As a rule the lessons taught by students showed knowledge of correct methods, but at times the collective teaching was somewhat weak. The practical work of the students reaches a high level of excellence. Improvement has been made at the St. Andrews centre, but the time-table requires readjustment. The time specified for instruction is much curtailed by the students' having to proceed to different lectures in different colleges.

University Classes.

The work done in the university classes taken by the students is assessed by the respective university professors or lecturers, who make a tabular return showing the order of merit and the relative mark of proficiency gained by each student; these estimates being based on the class and other examinations which have been held during the session. The results this year, except in Mathematics and in History, compare favourably with those of preceding years. Many of the students find their way into the prize and merit lists, and some carry off the highest distinctions. The number of students in attendance upon honours classes shows a slight increase this year.

Education.

The classes in Education are largely attended, the total number of students being 233, as compared with 244 in the previous year. Nearly one-third of the whole acquit themselves with distinction. The reports by the professors are uniformly favourable. At Aberdeen the advanced class in Psychology and Ethics which is conducted during the summer session was attended by 10 students of whom 5 were graduates. Mr. Clarke reports that

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this class is worthy of every encouragement, but that the study is occasionally impeded by the other numerous calls made upon the student's time. It is of interest to note that a class in Experimental Psychology has been recently established at the University of Edinburgh. One student of the third year was in attendance during the summer session.

English. The English classes at the various centres were attended, in the aggregate, by 188 students, of whom 15 were honours students. The general results show that the standard of attainment in this subject is well maintained. At Edinburgh, out of 44 students, 1 was a medallist, 4 gained first class, and 6 second class, certificates of merit. At Aberdeen the proportion achieving distinction was equally satisfactory. At Dundee, out of the 13 students at the University College, 8 secured places among the first 14 of the class. At Glasgow 30 of the 87 students in attendance were ranked as having shown more than average merit in the class examinations.

As a rule, the English class is not taken by these University Students earlier than the second year of their training, a preliminary course of directed reading being prescribed for the first year. Concerning this preliminary study Dr. Dunn reports:—

"The work of the King's Students is highly creditable to the fidelity and painstaking thoroughness with which they perform the reading of the prescribed books. Not only so, they show marked ability and no small degree of critical acumen in their discussion of the subjects and characterization included in the programme of study. In several cases they seem to have had too little time for answering the questions set, with the result that slip-shod English, faulty grammar, and even mistakes in spelling not unfrequently occur."

Latin. Of the 256 students who attended the Latin classes, two took the honours class. The reports indicate creditable work as a whole. The most satisfactory results were obtained at Dundee, where eight out of the first ten places in the class were held by King's Students. Elsewhere comparatively few distinctions are recorded. The results at Glasgow and Aberdeen compare unfavourably with those for the other centres.

Greek. The number of University Students who find their way to the Greek class is yearly diminishing. This year 9 attended, as against 21 last year. The results are highly satisfactory, all but two of our students acquitting themselves with credit.

French. Of the 31 students who attended the French class at the University of Edinburgh, 6 gained places in the "order of merit" list. On the other hand, a comparatively large proportion showed rather poor attainments. At the other centres our students appeared to advantage in this subject, very few falling below the mark "good." Concerning the oral work, Monsieur Martin writes:—

"Many of the students were at the beginning of the year completely unable to understand French when spoken to them, and their pronunciation was in most cases very defective. I am glad to be able to state that in an oral examination which was held at the end of the session, and also in the oral examination for the M.A. degree, many students exhibited a satisfactory acquaintance with the sounds of the language. The result is mainly due to

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the tutorial class organized by the Training College authorities, with the sanction of the Scotch Education Department, for their students. I trust that during next session it will be possible to have the same desirable help for the students of the Local Committee."

The total number in attendance at the various centres amounted to 148, of whom 10 attended the honours classes.

German. The German classes are not attended by many of the King's Students. This year 26 took German at the university, as compared with 27 in the previous year. The reports indicate highly satisfactory attainments. Dr. Schlapp comments most favourably on the progress made by all the five students in attendance at his class at the Edinburgh University. Six of the students in German attended the honours class.

Mathematics. The classes in Mathematics were attended by 279 students, of whom 16 attended the honours classes. Of the 61 at Edinburgh University, one gained a prize, and seven obtained places in the "certificate of merit" list; but the results there are, as a whole, only fairly satisfactory, the proportion of students falling below the mark "good" being rather large. In this respect, the results at Glasgow are even less satisfactory, no fewer than 70 out of the 155 King's Students there failing to obtain the mark "good." The returns from Dundee and St. Andrews show similarly poor results. The results at the Aberdeen centre are, however, more creditable.

Natural Philosophy. This year the reports on the work of the 147 students who attended the classes in Natural Philosophy are, on the whole, very satisfactory. A comparatively small proportion of these students fall below the mark "good," and the distinctions gained are fairly numerous. Professor Niven reports:—

"In the ordinary graduation class these students take more than their share of places in Class II., though they are not quite so well represented as they might be in Class I. of the grade of merit."

Moral Philosophy. The 95 students who were in attendance at the Moral Philosophy classes have maintained the very creditable average of merit shown in previous years. Thirteen have succeeded in gaining distinction in the class merit lists, while less than 20 per cent. of the total number are ranked as falling below "good."

Logic. Except at Edinburgh, where a larger proportion than usual of the students who attended the Logic Class are marked as "fair," the results in this subject are exceedingly meritorious. Professor Latta, Glasgow, makes most favourable comment on the high average standard attained. At Aberdeen the number gaining class distinctions is very large. Altogether, 246 students took this subject.

History. The results in History are not equal to those attained last year. In this subject 71 students in all attended the university classes. Of these 44 fell below "good." There were, besides, 8 students in Constitutional History; and the results in this subject were quite satisfactory.

Chemistry. In Chemistry 28 students attended the Systematic, and 35 the Practical, Classes. The reports show that the work done was generally highly satisfactory and quite equal to that of former

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years. The students at the Glasgow centre appear to somewhat less advantage than the others.

Botany. The university classes in Botany—Theoretical and Practical—were attended in the summer session by 44 students. From the reports the quality of the work appears to have maintained the high level of previous years. At the Dundee centre 5 students who attended only the Theoretical Class showed rather inferior attainments.

Zoology. In Zoology 56 students attended the Practical Class and 50 students the Theoretical Class at Aberdeen University during the summer session. The proficiency reached is very favourably commented on. Dundee had 26 Zoology students; St. Andrews, 2. The results over all in this subject, though not brilliant, were quite creditable.

Geology. Geology was taken by 6 students in all, of whom 4 showed very creditable attainments.

Other Subjects. A few students attended one or other of the following classes:—Political Economy, Dynamics, Agriculture (various branches of), and Surveying.

SECTION II.

Non-university Students.

Number in attendance. By far the greater proportion of the King's Scholars in attendance at the Training Colleges receive all their instruction and training at these institutions. But the number of Training College students who attend University classes has within recent years been steadily on the increase. During the past session, no fewer than 429 out of a total of 1,392 King's Scholars took advantage of this privilege. Yet, for the great majority of these students, the Training Colleges continue to fulfil their two-fold function of providing both the culture and the training considered requisite for the proper equipment of the teacher of a primary school. The selection of a student for University attendance, while nominally in the hands of the Training Authorities, is primarily conditioned by the avenue through which the student has secured admission to training. There are three avenues of admission. The first is passing the King's Scholarship Examination; the second is passing the University Preliminary Examination; the third is by way of the Leaving Certificate. Those who obtain admission through the second and third of these avenues are eligible for attendance at the University, the others are not. Consequently the Non-university Students are mainly those who have secured admission by passing the King's Scholarship Examination.

King's Scholarship Examination. This examination will, under the new Regulations, shortly disappear from the training system of Scotland. It has served a most useful purpose during the long period of its operation. It has been recognized as furnishing a reliable guarantee of the possession of a respectable standard of attainment by those who sought to continue their training as teachers. But, belonging as it does to the era of the system of rigid and competitive examination by outside authorities, it no longer harmonizes with

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the newer, more elastic, and more rational methods of testing efficiency which are now prevalent at the other stages of the teacher's training. The experience of the last few years has fully demonstrated that the abandoning of the Certificate Examination as a test of attainments at the end of the training course has in no way tended to lower efficiency. All the evidence, indeed, points the other way. The special Inspectors appointed by the Department to gauge the value of the training in their respective subjects bear unanimous testimony to the increased efficiency which has resulted from the change. Under the new Regulations, admission to full training is made to depend on the successful completion of a course of three years at a Junior Student Centre. Centres for the instruction and training of Junior Students are now in process of being organized in suitable localities throughout the country; and there is every reason to believe that when these are in full operation the average standard of attainment reached by candidates for admission will be very appreciably raised.

The new system of testing efficiency.

The *modus operandi* of the new system of gauging the attainments of the Students in Full Training may here be briefly outlined. The primary responsibility of classifying the students in respect of their efficiency rests with the Training College Lecturer, who, in collaboration with the Principal of the college, prepares, towards the end of the course, a list of his students in order of merit, with the percentage of marks gained by each. The special examining Inspector on the occasion of his final visit to the class takes the opportunity of reviewing this list. He has access to all the written examination papers which have been worked by the students during the course. In the light of the impressions he has formed at his visits, and of the knowledge he has gained of the quality of the work done in the same subject at the other centres, he is prepared either to approve or to suggest modification. Any suggested modification is discussed with the Principal and the Lecturer, and thereafter the list, re-adjusted if need be, is definitely completed. These lists are then forwarded by the several special Inspectors to be finally approved by me as Inspector of Training Colleges. In cases where serious modification of the preliminary lists has been deemed necessary by the examining Inspector a consultation with myself is arranged for before a final decision is made. The grade of a student's proficiency in each subject is thus determined by his position on the respective lists, and he is credited with the corresponding marks—namely, *Excellent*, *Very Good*, *Good*, *Fair*, or *Unsatisfactory*—on the certificate issued to him on the completion of his course. The system has so far worked with greater smoothness than might have been anticipated; and there is no doubt that it possesses many advantages over the system which it has superseded. The student's proficiency is now based on an estimate of the work done throughout the whole session; the lecturer's intimate knowledge of the capacities of his students is utilized; the additional strain of a final examination, set by an outside

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authority, over the whole field of study included in the curriculum is obviated; and the breadth, as well as the interest, of the instruction tends to increase, owing to its comparative emancipation from the dominating and restricting influence of a prospective external examination.

Curriculum.

The curriculum of study at the various institutions follows closely the course prescribed for Non-university Students in Circular 329, and the Training Authorities are to be congratulated on the thoroughness and liberality with which the requisite provision has been made. The staff is ample, and its members are, as a rule, most suitably qualified for their respective duties. Honest, assiduous work is everywhere in evidence, and the instruction is in many instances characterized by conspicuous intelligence and enthusiasm. The special examiners appointed by the Department are welcomed as friends and advisers, their suggestions as to desired improvements and possible developments receiving everywhere due consideration. From a review of the reports in which these examiners have embodied their estimate of the quality of the instruction, it is pleasing to be able to record the completion of a highly successful year's study. I propose to devote the remaining part of this section of my report to a consideration of the evidence which the reports of the special examiners furnish as to the students' attainments in the several branches of the curriculum. I regret that limitations of space prevent me from giving these reports *in extenso*, but I shall endeavour by précis, quotation, and comment to present a brief but complete and fair appreciation of the extent and quality of the instruction and training accomplished during the past year.

Examiners' Reports.

Theory of Education and Practical Training.

Theory and Practice of Education.

The Theory and Practice of Education come under my own personal cognizance, and the high estimate which I have formed of the general quality of both the instruction and the training is based on intimate knowledge of the work done. All the institutions have received at least two visits during the session. At my visits to the colleges in the Western and Northern Divisions I had the benefit of the co-operation of my colleagues, the Chief Inspectors of these Divisions, in the inspection of this branch of the work. I had also a most profitable exchange of experiences and views with Mr. Barnett, the Chief Inspector of Training Colleges under the English Board of Education, who accompanied me on one of my visits to the Aberdeen Training Colleges and the Dundee and St. Andrews Centres.

Principles of Education.

The instruction in the Principles of Education continues to be conducted on the lines of previous years. Naturally, and quite beneficially, the syllabuses for the various Colleges differ in details, but they all make due provision for a satisfactory course of study in the elementary principles of Psychology, Logic, and Ethics. There is still considerable variation in the time set apart in the time-tables for this branch, but, over all, the time

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spent upon it ranges from 100 to 144 hours. Written examinations on the work are held at stated times during the course of the session. A selection from these papers was examined in order to ascertain the quality of the work and to judge of the standard of marking. At four of the colleges the lectures are given by those members of the staff who also have charge of the Practical Training. This is an admirable arrangement where it is found to be practicable; but where the principal of a college undertakes these lectures, his manifold other duties often render it inexpedient that he should retain direct control of the Practical Training. The arrangement in most of the colleges is, therefore, that the practical work is in the hands of a Master (or Mistress) of Method whose whole time is devoted to that branch. Child-study is receiving increased attention; and at several of the colleges certain phases of Experimental Psychology have been studied with great interest and profit. For this purpose collaboration with the lecturer on Hygiene has been of the utmost service.

Practical Training.

The Practical Training of the students in the Training Colleges follows, generally, the method suggested in the Appendix to Circular 329.

Use of concrete illustration.

It is pleasing to note that the experience of the students in laboratory work is proving itself to be of practical benefit to them in their teaching. A freer and more skilful use of concrete illustration has this year been manifest. Blackboard work has decidedly improved. In two colleges the importance of this latter aid to effective teaching has been specifically recognized in the establishment of a short course of lessons on Blackboard Illustration.

Methods.

There is also evidence of the more general use of modern methods, particularly in Arithmetic and in English. As regards the teaching of History, however, there is still room for a more general realization of the place and importance of vivid and dramatic presentation of the subject-matter.

The pupils' share in the work.

A common error noticeable in many of the specimen lessons is the lack of clear conception on the part of the student-teacher of the share of the work to be done by the pupils as the lesson proceeds. Particularly where "recapitulation" comes in, there is neglect to utilize the opportunity of getting *from the pupils themselves* the results of the teaching. In consequence, valuable practice and training in oral composition are missed.

Size of class for Practice.

Owing to the exigencies and limitations of the Practising Schools the classes of pupils for demonstration and criticism lessons are generally small, comprising not more than from twelve to twenty scholars. It is therefore of importance that in the "additional practice" the students should gain experience in dealing with larger groups of pupils, such as are usually to be met with in large schools.

Criticism Lessons.

Criticism Lessons are still rightly regarded as forming a valuable factor in the course of training. For these lessons,

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however, classes of students are generally so large that, while many lessons are witnessed and criticized, each individual student has but few opportunities of actually teaching—not more than four or five in a session. It would be more profitable if the students were divided into smaller groups for this work. Such an arrangement would probably entail the provision of additional assistance in respect of staff and more frequent requisition of classes from the Practising Schools. It is confidently anticipated that improvement on these lines will be carried out under the Provincial Committees.

English.

English. English is, next to Practical Training, the most important branch in the curriculum for teachers; and I am glad to be able to report on the intelligence and efficiency with which the study of it is carried out in the various Training Centres. The time devoted to it is, as a rule, satisfactory and sufficiently indicative of due recognition on the part of the Training Authorities of its value as an essential part of the teacher's equipment. The general average of time allotted to it is three hours per week during the whole period of training. At one or two centres even more time is given to this study. The very full and most interesting report furnished by Dr. Dunn, the special Inspector for English at the Training Centres, gives a clear view of the nature, the extent, and the quality of the work which has been done in this subject during the past session. He speaks most heartily of the beneficial effects of the new system of assessing the attainments of the students by visits of inspection and by collaboration with the lecturers, as contrasted with the old plan of gauging results merely by a final test-examination. The lecturers are loyally responding to the increased responsibility devolved upon them; they are teaching the subject with conviction and on independent principles; and they are evidently equipping themselves with a fuller knowledge of the several elements of the subject. The co-ordination of the various branches of the subject is also being more fully recognized and effected. In this connexion Dr. Dunn notes with commendation the growing practice of utilizing phonetics in the study of English Historical Grammar and as an aid to the acquisition of a correct pronunciation of English. Concerning grammar Dr. Dunn reports:—

Grammar. "The teaching of Grammar is now conducted on rational principles in a greater or less degree. In particular, Historical English Grammar is taught in all the Colleges. The value of such a study for practical purposes is obviously very great. Without it the anomalies of English plurals, the use of the possessive case, the flexion of the verb, etc., are unintelligible. Such a study involves the analysis of earlier forms of literature, and as a rule portions of Chaucer are read for this purpose. In this way, no doubt, philology and literature go hand in hand; the effect of the gradually appeased conflict between Anglo-Saxon and Norman-French is realized; but I am inclined to think a more continuous study of English in its historical development is desirable; and for Scottish students the study of the Scottish dialect in its successive phases would probably be philologically more useful. It is a 'far cry' to Chaucer; and English, like every

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other subject, is best studied in its historical evolution. Still further, the study of Chaucer is of comparatively little use for grammatical purposes apart from phonetics, and in most cases the *sounds* of English in his day are ignored. To make the study of Chaucerian English really useful, a phonetic transcript should undoubtedly be used. This is done in the Aberdeen Church of Scotland College. For the most part, however, the study of Chaucer is mostly verbal, dealing with archaic words and their etymology. This is no doubt useful and interesting, but for grammatical purposes of little value. There seems to be, therefore, a confusion of aims in reading Chaucer, and recognition of his literary worth is apt to thrust consideration of his language into the background."

Choice of texts for study.

The texts studied in class include at least one prose and one poetic work. The poetry is in almost every case represented by a play of Shakespeare. Analysis of the phraseology and explanation of archaisms, grammatical peculiarities, allusions, etc., are, as a rule, searching and minute. More attention might, however, be given to the psychological elements of the play. A selection of poems is often added to the scheme of work; and in this connexion Dr. Dunn suggests that more advantage should be taken of the opportunity here afforded for the study of Metre and Rhythm.

Composition.

An improvement in the teaching of Composition is reported. The most complete schemes of study comprised, in varying proportions, the following subjects: Canons of Criticism, Laws of Literary Composition; the Vocabulary, the Sentence, the Paragraph; Diction of Poetry and Prose respectively; Figures of Speech; Varieties of Style, their use and abuse, etc. There is, naturally, considerable variety in the quality of the written composition exercises, but on the whole a high level of attainment is secured. The practice of Oral Composition, though by no means neglected, is not always pursued through every detail of the work with sufficient tenacity of purpose. In several of the Colleges a facile command of language is cultivated by means of periodical debates—a most commendable and profitable expedient.

Latin.

The inclusion of "an elementary study of Latin with a view to the better comprehension of English" as an integral part of the English course is a requirement the value of which is yearly becoming more adequately recognized and appreciated. On this branch of the instruction Dr. Dunn furnishes the following interesting report:—

"I have ample reason for believing that Latin, so taught, is a popular subject, particularly with the women students; and the exact knowledge they acquire within a limited period is quite remarkable. I may mention as cases in point the Edinburgh Episcopal College and the Glasgow Roman Catholic College.

"The reason is not far to seek. The method adopted is thoroughly modern. That is to say, the traditional method has been discarded, and to a large extent Grammar is acquired by a process of discovery. Such books as 'Ora Maritima' or 'The Fables of Orbilius' are used as text-books, no time is lost in elaborate grammatical preparation, reading is begun at once, and grammatical forms are analysed, so to speak, *in situ*; the Latin words are associated with their English homonyms and derivatives; the use of prefixes and suffixes is noted; and in a word the character of English as to a large extent a Romance Language is exemplified.

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Conversely, simple Latin Composition, oral and written, proceeds *pari passu* with translation. Anomalies and irregularities of inflection are judiciously ignored or only casually pointed out, and mere 'gerund-grinding' is avoided. On this subject my conviction, based upon careful investigation, is clear and precise; any knowledge acquired should be within the limits assigned, definite and accurate, like elementary knowledge of Geometry or Physics, and, like these subjects, should proceed by an experimental method. I only wish that the teaching of Latin in the Secondary Schools were conducted in the same intelligent and effective way."

History. There is now substantial uniformity in the treatment of History. Two lines of study are followed. There is, first, a generalized exposition of all the forces, racial, territorial, climatic, etc., upon which the evolution of history depends, and, secondly, a detailed analysis of the growth of the English Constitution. In Dr. Dunn's opinion there is no department of the teaching of English which is more philosophic in its conception or more satisfactory in its general results.

Home Reading. The books for Home Reading are, as a rule, prescribed. In some colleges a *plébiscite* is allowed, the students' choice being subject to the lecturer's control. The character and amount of the reading vary considerably. In most cases the Home Reading has at least a partial relation to the subjects and materials studied in class. It always contains specimens of good poetry and prose, especially fiction of recognized excellence. Informal tests are applied to ascertain the amount of conscientious care that has been employed in the reading.

Mathematics.

Mathematics. The study of Mathematics at the various Training Colleges is pursued on the same lines as were reported on last year. The work of the session as a whole is marked by steady and successful progress. There has been no call for any striking modification either in organization or in curriculum, and accordingly the Examiners have referred to their reports on the previous session's work as presenting a fair estimate of the continued highly efficient condition of the instruction in this subject. The grading of the classes into three, instead of two, stages of advancement is now the universal practice, and has worked with very salutary effect. The experience of another year but confirms the opinion expressed last year regarding the increase of efficiency that results from the subdivision of the students into comparatively small classes.

Science and Geography.

Science and Geography. From the report furnished by H.M. Inspector Mr. Young on the subjects of Science and Geography, for which he is the special Examiner, it is pleasing to find that in these subjects the high character of the work as noted in previous years is most satisfactorily maintained. The laboratories are, as a rule, admirably suitable for their purpose and very well equipped, the curricula are framed on intelligent lines, and the methods employed are thoroughly scientific. The special problem of this year has been

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that of making due provision of more advanced work for those students who on their admission already possess a fair knowledge of Physics and Chemistry. Such provision is not necessary in respect of Natural Science, a subject only the threshold of which is crossed at the Training College: but Mr. Young reports that what is done at the Training Centres in the study of Natural Science is done on sound lines of method, and he specially commends the course followed at Aberdeen. The instruction in Geography is of a thoroughly practical character, field work now forming an integral part of the course at all the colleges. Mr. Young's whole report is so suggestive that I give it in full:—

Experimental Science.

"The high character of the work in all the branches of Science taught has been well maintained during the past session. Speaking generally, the laboratory operations are of such a nature as to give not only the particular discipline which first-hand investigation of Natural Phenomena so well affords, but also a reliable foundation for subsequent work of the same kind, preparatory to Nature Study teaching in Elementary Schools.

"For the main body of the students there has been but slight divergence in any College from the general lines resolved on and followed for some years past. Consequently there does not appear to be any call for special comment on either the matter or the methods of the ordinary courses of study.

"The chief concern felt at present is with the studies of the steadily increasing number of students who come up from the Higher Schools and Pupil Teacher Centres with a more or less intimate knowledge of Elementary Physics and Chemistry, and for whom more advanced work must be provided. As a rule the additional exercises last session consisted in an amplification of previous practical work in Heat, Optics, and Chemistry, as recommended in last year's report. Several of the schemes have very satisfactorily interpreted the suggestions then made, and the one submitted by the Aberdeen Church of Scotland Training College is worthy of more than a passing notice. It is considered that the object in view would in the main be best attained by setting properly qualified students to the investigation of questions of a somewhat extended and more complex nature, the subjects chosen being of interest and importance, and such as would strengthen the student's grasp of the experimental method, as well as apply to advantage their knowledge of chemical and physical principles. The problems would necessarily involve the elements of research, demanding initiative and resource on the part of the students, and occasionally, at least, entailing library reference to sources of information.

"As examples of the nature of the operations indicated, the following are selected:—

"1. The different forms of *Carbonate of Lime* in Nature. Their occurrence as Minerals and their wide distribution. Presence in shells and bones of animals. How accounted for? Chemical, microscopic and other investigation.

"2. *Coal.* Varieties; distribution; microscopic and other characters; chemical composition and relations to woody tissue; products produced by the action of heat; gas-work studies.

"3. *River and Sea Water.* What they contain; study of solids in suspension and in solution; estimation of solids carried by the nearest river to the sea in a year; comparison of volume of water discharged with the amount of rainfall calculated over area of river basin; source of the saltness of the sea, etc.

"4. *Starch.* General microscopic and chemical characters and uses. Its formation and frequent occurrence in the Vegetable Kingdom.

"5. *Common Foods.* Proximate principles and elementary constituents. Study of a typical food. Separation of the different food-stuffs in milk.

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"Many similar lines of work naturally suggest themselves for somewhat similar treatment. In every case the student investigator would be required to draw up from the laboratory records something of the nature of a monograph of the subject given for study.

Natural Science.

"The Botanical and Zoological studies in the different Colleges remain necessarily of a somewhat introductory character. Only here and there do those subjects constitute any part in higher school work, and so the question of a more advanced course has not arisen.

"Although in the somewhat limited time given to the subjects little more than the threshold of Nature Study is reached, nevertheless, under the highly skilled guidance of the naturalists in charge, the most is made of the allotted hours, and good practice is afforded the students in accurate examination and precise description of both plant and animal forms. Observation of living and growing things is an important feature of every course, while outdoor studies of plants in particular arouse much interest. From the records seen of several of the excursions it is evident that work of a serious and very instructive kind is overtaken on these occasions.

"Each of the courses of instruction either in Botany or Zoology has its own good features, which are well worked out in the laboratory and class-room. Especially interesting, however, is the amended 'Scheme of Studies' in Zoology, drawn up just before the recent summer session by the Natural History Department of the University of Aberdeen. It is founded on much thoughtful experience of the Methods of Nature Study. The whole spirit and purpose of the subject is well expressed in the lines of work laid down and so admirably carried through practically in the classes, attended by both King's Students and King's Scholars within the University.

"Confined as the work is to the limits of a summer session, seasonal nature studies can only in small part be overtaken. In the scheme referred to, seasonal topics are suggested which could readily enough be given effect to, more particularly in country schools, by teachers who have fully availed themselves of the opportunities afforded them in the Training Colleges.

Geography.

"Geography continues to retain the satisfactory practical character outlined in last year's report. The general scope of the observational and other studies has not materially changed. Suitable field-work has been introduced into all the courses of instruction, and, in a few cases, now includes along with the plane table exercises the use of a recently introduced simple form of theodolite suitable for use in Schools. This has been designed by one of the Science Lecturers in the Glasgow United Free Church Training College, and is admirably suited for its purpose."

French.

French.

The study of French in the Training Colleges has been entirely reorganized within recent years, and is now conducted on thoroughly effective lines. Monsieur Martin, the special Examiner, again comments most favourably on the progress made during the past session. He finds the teachers all deeply interested in their work, and earnestly endeavouring to reach a high standard of excellence in it; and of the steady advance in the teaching of the subject he reports:—

"The scope of the teaching is widening more and more every year. Besides the study of the elements of the language and the methodical reading of a few standard works, and also practice in various oral and written exercises, something has already been done, in several of the Colleges at least, in the way of comparative grammar-study, thorough interpretation of the texts, references to the history and geography of France and the habits of life of its people, appreciation of the works of some great writers or some period of development in the history of French Literature, and also in the way of pedagogical and phonetic instruction.

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"Methods of teaching are becoming more and more varied every year, and the personality of the teacher is more than ever proving itself to be the great factor in attaining successful results."

In the following paragraph I give a summary of Monsieur Martin's useful suggestions on points of practical method.

In the French reading, more frequent comment might be made on the structure of sentences and on the selection of words. The work done in composition, and corrected by the teacher, should be more systematically and earnestly revised by, and with, the students. More practice should be given in free composition. Giving *résumés* of passages read in the class or at home, and rendering verse passages into prose, are typical examples of this exercise. For the correction of such exercises, advantage should be taken of the tutorial classes conducted by the *répétiteurs*. To secure improvement in pronunciation, it is most important that there should be collaboration and *entente* between the teachers of French and the teachers of Phonetics. Attention is again drawn to the supreme importance of pure enunciation of vowel-sounds, and the distinct articulation of consonantal sounds, as also to the importance of the *liaisons*. A larger proportion of time might with advantage be given to expressive reading and recitation of both prose and verse. Conversation should not consist only of the viva voce repetition of things read, or the telling of simple anecdotes; it also should afford opportunity for the students to express *their own ideas* on a variety of subjects.

German.

German. The study of German is not carried on to any great extent in the Training Colleges. During the past session only four of the colleges had classes in German, and in two of these cases the classes were very small. Dr. Schlapp, the Examiner in this subject, while he regrets the general decline in the study, as shown by the diminishing number of students engaged in it, makes favourable comment on the vigour and success with which it is conducted in the two institutions which have German classes of respectable size. Pronunciation is slowly improving. The power of understanding the spoken language and of taking part in simple conversation, whilst it has made appreciable advance during the last five years, is still susceptible of further development. Small German class-libraries have been provided, and are used to much advantage; but the examination papers of the students still give evidence of a lack of general reading, particularly in prose; and Dr. Schlapp suggests the introduction of an advanced German Prose Reader to supply a fuller range and greater variety of reading material. The German essays and the translations of passages into German were, as a rule, creditably done; but they too often contained elementary and startling mistakes in the order and congruence of words, showing that the *Sprachgefühl* had not been sufficiently developed. The answers to questions on method were satisfactory in only a few cases. "This important side of the training of teachers of German,"

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writes Dr. Schlapp, "should receive more attention, if not in a systematic course, then at least incidentally and continuously."

Phonetics.

Phonetics.

I am glad to be able to report that the value of a course of training in Phonetics as an essential part of the teacher's equipment is becoming more adequately appreciated at the Training Centres. There is still considerable divergence as to the amount of time set apart for this study, the lengths of the courses varying from 20 hours to 70 hours. The average length, however, I am glad to see, has risen to nearly 50 hours. The use to the teacher of a practical knowledge of the elements of Phonetics is now admitted by all who have to do with the organization of his training, but differences of opinion still exist regarding the extent to which this study ought to be pursued, in view of the other important subjects which must form integral parts of the curriculum. There is always the danger of over-pressure. Extension of the time devoted to any one special subject generally involves a reconsideration of the whole scheme of study with the view of finding a compensatory reduction of the time that has been given to some other branch. The figures quoted above appear, however, to point to the conclusion that at the centres where the minimum amount of time is at present assigned to Phonetics serious consideration should be given to the possibility of increasing the length of the course.

Professor Wyld, the Examiner in this subject, reports:—

"The general level of work in Phonetics, etc., is maintained, and some of the weaker Colleges show distinct signs of improvement. On the other hand, the maximum of excellence is lower this year.

"It would be very advantageous if the Colleges generally aimed at a considerably higher standard as regards the power of exposition of the subject. Nearly all the Centres appear to me to be weak in this respect, and in some the students cannot set forth what they know in at all a satisfactory and convincing way. This state of things would be improved if the teachers would constantly encourage the students to state clearly in class what they are supposed to have learnt. The criticism lesson ought to deal with Phonetics in this connection.

"The qualities of independence of thought and originality do not appear to me to be sufficiently fostered. In one College, however, I was particularly struck with some linguistic note-books in which some of the students had recorded their private observations on their native and other Scotch dialects. This is a departure which deserves every encouragement, and which I should like to see universally followed. Nothing quickens the interest of students or strengthens their grasp of the subject so well as some attempt at original investigation."

Drawing and Manual Instruction.

Drawing, etc.

The report on Drawing, by H.M. Inspector Mr. Ewen, is a record of steady progress in the various branches of the study. It is gratifiying to find that, generally, there is strong evidence of a steady growth in the interest which is being taken, alike by teacher and by student, in both the æsthetic and the pedagogic sides of the work. It is to be regretted that several of the Art rooms are still poorly equipped and badly lit. I thoroughly

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agree with Mr. Ewen's opinion that the Art rooms should naturally form centres of æsthetic influence in the institutions in which they are situated. Further, the Practising School should in its equipment, methods, and results furnish a concrete example of a model course in Drawing; but it cannot yet be said that all the existing practising schools do this. There is welcome evidence of the closer correlation of Nature Study and Drawing, and of Design and Manual Occupations. An important and most commendable development is to be found in the arrangements made in several of the colleges for visits to Art Galleries, for the purpose of educational picture-study.

Mr. Ewen's plea for the wider extension of Manual Instruction as an important element in the course of training for male teachers deserves the careful attention of the new Training Authorities.

I append fairly full extracts from Mr. Ewen's most interesting and suggestive report:—

Growing perception of Tone Values.

"The increasing use of backgrounds for representational purposes is leading to a keener perception of tone values all over, and to the focussing of attention on the subjects used for representation and on their arrangement and lighting. The advantages of selecting interesting and beautiful things to draw and of arranging these tastefully in an appropriate light are evident from an examination of the students' work in the colleges where this is being attended to. For the future teacher of Drawing the questions of material, arrangement, and lighting are of the first importance, and the selection and placing of subjects for study by the students themselves should be the practice in every Training College.

Art Rooms.

"In some cases the work has been carried on with wonderful efficiency in insufficient, poorly equipped and badly lit premises, the influence of which on the æsthetic development of the students cannot be other than prejudicial. It is hoped that in the coming re-arrangement such disabilities as these will be entirely removed. In the Training Colleges, as in all educational institutions where there are special premises set apart for art instruction, these should be so constructed, lit, equipped and furnished as naturally to become centres of æsthetic influence for the whole institution. In this, as in other important matters, the Training Colleges have now an admirable opportunity of leading the way.

Drawing in the Practising Schools.

"In a number of the college practising schools too, Drawing instruction in the past has not always been carried on in such a manner as to afford the Training College students much help towards realizing how the subject should be equipped and taught. Under the new arrangements the students should have ample opportunities for seeing the work carried on under ideal conditions.

"The use of the brush and water-colour for tone and colour representations of all kinds is being very much better understood, and when, as in most cases, work of this description is being carried on along with a well-arranged series of black-and-white tone studies in pencil, a very good disciplinary training in full representation is secured.

"Modelling in clay has been successfully taken up in a number of the Colleges, but such an admirable manual occupation, and medium for the study of form, should constitute an integral part of the instruction in all.

Correlation of Nature Study and Drawing.

"The correlation of Nature Study and Drawing is being efficiently dealt with in several of the Colleges, and interesting experiments in the study and representation of the growth and development, both of plants and animals, are being carried out. The problem in its relation to the elementary school is also receiving attention.

Visits to Art Galleries.

"In one or two cases the Training College Art Masters have been able to arrange for visits to Art Galleries with their Students for purposes of educational picture-study. It is hoped that this important development

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of art instruction will in future become the rule rather than the exception in Training Colleges. The Drawing syllabus of the future, in its wider aspect, must include studies of this nature which are so valuable from the æsthetic point of view, and for the cultivation of a knowledge and appreciation of genuine works of art.

Applied Design.

"Exercises in applied design are now being worked out in a thoroughly educational fashion in connexion with the schemes of manual occupations. Training Colleges are now developing. Stencilling and Embroidery may be instanced as typical examples of occupations which provide valuable opportunities for the realization of the students' original designs. Such occupations as these, combined with a series of exercises in cardboard-work and modelling in clay, afford an excellent course of training in manual work, specially suitable for women students. Courses of this nature have already been introduced in several of the Training Colleges and are proving highly successful, providing for the women a similar discipline to that obtained by the men in the Manual Instruction Workshop.

Woodwork.

"Manual Instruction in Woodwork and other materials continues to be given to the male students in four of the Scottish Training Colleges. The courses extend over a period of from 60 to 70 hours, spread over the two years of training. The work is in the hands of careful instructors, and the educational side of the subject is, as a rule, being kept well in view. The extension of this work and the valuable discipline it affords to all the male students in training should receive the careful consideration of the New Committees."

Physical Training.

Physical Training.

Captain Foster, the Inspector of Physical Training for Scotland, has furnished a very full and valuable report on the condition of the Physical Training at the various colleges and centres. Interest in the development of this most important branch of the teacher's training has steadily increased since last year. Due consideration has been given by the Training Authorities to the advisability of putting the subject on a higher and more satisfactory footing, and of making arrangements to secure more efficient instruction for their students, yet in most cases action has been delayed owing to the changes that are imminent under the new Regulations for the Training of Teachers. Captain Foster records, however, the appointment at the Edinburgh United Free Church Training College of two Instructresses for the female students, both highly trained and specially qualified for the position, the one having received her training at the Physical Training College, Dartford, the other at the Royal Central Gymnastic Institute, Stockholm. Captain Foster rightly regards the making of such appointments as the first and by a long way the most important step towards placing the Physical Training on a thoroughly satisfactory basis. He desiderates also the appointment of thoroughly qualified male Instructors for the male students; and in this connexion he mentions the scheme recently started in England for the training of young men specially for this work, as one which should be kept in view by our Training Authorities when they are seeking for male Instructors of the proper type. He considers it desirable that the Instructors of the Students in Training should have supervision of the physical training of the pupils attending the Practising Schools, if the best possible arrangements are to be made for the students' practice in handling classes of children.

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With reference to the time allotted to Physical Training, Captain Foster reports:—

Time allotted to Physical Training.

"There are great differences at the various Training Colleges in the time allowed for Physical Training. In some cases it is carried on during part only of the course each year, the students receiving one drill lesson per week during the winter, and none during the summer session. This plan does not seem satisfactory, for the Physical Training and the Lectures on Laws of Health, School Hygiene, and Child Study do not run concurrently. It appears to be a general plan in such cases for the Lecturer to commence when the Physical Training ceases. With such arrangements it is impossible to secure that intimate connection between the lectures and the practical work which is desirable. In the future it is to be hoped that the Health Lecturer will work in conjunction with the Physical Training Instructors, and that they will meet and consult before the syllabus for the session is finally fixed.

"Many opportunities occur during the lectures and the examination of school children when reference can be made to the exercises and their corrective value in overcoming common defects of poise and carriage in school children, and to the remedial effects of certain movements. Also it could thus be made clear why it is desirable to omit certain exercises in the case of certain children.

"At other centres one Physical Training lesson per week is allowed for during both winter and summer sessions . . . No lesson now exceeds one hour at a time. Practically, a lesson rarely exceeds 45 minutes, as considerable time is occupied in changing, and students often have to leave the drill hall before the end of the hour, so as to arrive in time for other lessons."

There has been an appreciable improvement in the bearing and general manner of the students at those centres where the instruction has been put on a better footing. Elsewhere there is still room for improvement. Concerning prevalent defects in the instruction Captain Foster continues:—

Prevalent defects.

"Where the instruction is not of a high order I have been struck by the monotony of the lessons, and the very small number of movements from each group of exercises that were brought into play. In such cases the students had little or no idea of progression or of making tables of exercises suitable to the average age and physical powers of classes of various standards. Students cannot be efficient Instructors in Physical Training until they know the method of progression from simple to complex, easy to severe, in each group of exercises. This partly explains why it is such a common thing to find in Elementary Public Schools classes of all ages doing practically the same exercises in the same manner and same quantity."

Practice in imparting instruction.

It is recommended that the students should receive early practice in imparting instruction, and that this exercise should not be delayed till the second year. Much more attention should be paid to the tone of voice and the manner in which orders are given.

Gymnastic Dress.

At several centres all the female students have adopted gymnastic costumes and shoes. A large proportion of the male students have provided themselves with gymnastic shoes, but, so far, have not adopted a suitable gymnastic dress. This is to be regretted. The more general adoption of some simple form of suitable dress should be encouraged in every way.

Improvements in Accommodation.

The accommodation for Physical Training has been notably improved at two of the colleges in Glasgow by the erection of spacious drill halls. Accommodation for this branch is still defective at the Episcopal and the United Free Church Training Colleges in Edinburgh, and at the Glasgow United Free Church Training College.

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Captain Foster concludes his report with the following suggestions:—

Suggestions.

"1. That the new Committees in charge of the training of teachers should not engage any teachers of Physical Training who do not possess the certificate of some well-known centre of Physical Training.

"2. That special efforts should be made to secure the services of highly trained Instructors for the male students, by offering a suitable salary.

"3. That all the Instructors should be engaged entirely by the Committees, and that they should not be dependent on the services of the Instructors of any Institution or Centre of Physical Training.

"4. That all students should be required to provide themselves with some simple gymnastic dress.

"5. That more attention should be paid to voice production and practice in imparting instruction."

Hygiene.

Hygiene.

Dr. Leslie Mackenzie has furnished full and interesting reports on the teaching of Hygiene in the various Colleges.* The most noteworthy feature in these is the evidence they contain that the work has been made much more practical than in former years. The intimate connexion between hygienic conditions and the actual performance of school work has very rightly been made prominent in the course of instruction. Nothing can better illustrate this than the following quotation from one of the reports, descriptive of an actual lesson:—

Description of actual lesson.

"The Master of Method had selected a series of words and expressions to bring out precisely the results of respiratory obstruction. The leading words were these:—

man	nose	mass
may	gnat	singing
mug	nut	swimming
mat	name	ringing
know	mane	beginning

"Several of the children were mouth-breathers: two or three of them were slightly deaf: two or three were normal. A child was selected for a short lesson. He was requested to pronounce some of the above words after the teacher. The words were repeated again and again until the greatest accuracy of pronunciation that the child was capable of had been attained. Then the child was requested to read some sentences from his ordinary class-book. As a contrast, one of the normal children was required to read the same or similar passages and to pronounce the same words. The children were a shade more nervous and excited than they probably would have been in normal conditions, but they were so excellently handled that this was hardly apparent. Words like 'man' were not fully pronounced by those suffering from adenoids: words like 'singing,' 'swimming,' &c., brought out in the most striking way the existence of tonsillary or adenoid obstructions. Further, the halting and 'backward' quality of the reading was very obvious in the more pronounced cases. The attitudes of the children, the tendency to stand on one foot, the forward stoop of the head, the flatness of the chest, the somewhat dull aspect of the face, the open mouth, were all easily observed. But, through the whole demonstration, the susceptibilities of the children were absolutely untouched. They seemed quite to understand that they were being supervised in the customary manner of the Practising School. When the children had left the room, the lecturer called attention to the leading facts emerging from the demonstration. He afterwards gave some detailed explanation by models and diagrams of the nasal passages and the back of the mouth."

* A special report by Dr. Leslie Mackenzie on the teaching of school and personal hygiene to students in training is issued separately. It is also included in this Volume. *See page* 711.

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In all the Colleges more and more attention is being given to practical work on the part of the students. Where the clinical facilities afforded by the Practising Schools are insufficient, they have, in some cases, been supplemented by visits to other schools in the neighbourhood. The students have been familiarized with the apparatus and the methods for registering physical statistics and with the filling up of forms recording them. Advantage has been taken, where possible, of the concurrent medical examination of school children.

Written examinations.

The work done in written examinations was uniformly of a satisfactory kind, but such work is now being looked upon as of less importance than the practical treatment of the subject.

Music.

Music.

Dr. Somervell submits the following report upon Music:—

"All the Colleges continue to do the utmost with the Students that time will allow. The amount of music learned shows an increase over last year, the quality is of a high order and in several cases the standard of performance was excellent.

"The fact that the students are to become teachers of the subject is kept clearly in view by the various instructors, and it is not too much to say that the majority may be expected to do well in the schools, so far as singing is concerned. Of these students quite a number show considerable talent—many of them are quite good pianists—a fact which augurs well for the future of music in Scotland; and it is greatly to be hoped that these students may be fortunate enough to be engaged by School Boards which will not deprive them of the privilege of teaching singing to their own classes. One of the most competent of the Music Instructors remarked the other day, 'We are now turning out of the Colleges a class of music teachers undreamed of five years ago.'"

Needlework.

Needlework.

The Hon. Mrs. Colborne reports that this subject is receiving careful attention at the hands of the various instructresses, and that the results generally are satisfactory. In most cases it is difficult for the students to have as much practice in actually teaching the subject as would be desirable. She would therefore recommend that students be required to give evidence, upon entering the College, of the possession of a fair amount of practical skill, and that they should, provided their knowledge at this stage is of a satisfactory nature, be granted exemption from garment-making and other needlework exercises during the College course. This privilege, she believes, would be likely to secure better preliminary preparation, and would give more time for training in the teaching of needlework and in the planning and cutting out of garments. The suggestion is also made that those whose want of skill or ignorance of the subject points to their unsuitability to be future teachers of needlework should be excluded from all instruction in the subject.

More practice in *teaching* recommended.

Exclusion of unfit students.

Cookery and Laundry Work.

Cookery and Laundry Work.

Miss Crawford reports that courses of instruction in Cookery and Laundry Work were given to the female students in three of the Training Colleges, and in Cookery alone to the students of another. Each class was visited several times during the

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session, and invariably the work was most satisfactorily performed and the methods of management were all that could be desired. The schemes of work prepared by the respective teachers of the classes were a distinct improvement on those of former years. Plain and useful dishes were prescribed, each lesson being arranged either to illustrate one of the many principles of Cookery or in the form of a complete meal.

Suggestion as to Laundry Work.

The shortness of the Cookery Course reveals in many cases weak manipulation, a fault which can be remedied only by more practice. The suggestion is accordingly made that Laundry Work should be dropped, and the entire time devoted to practice in cooking. A few lessons might also be devoted to practice in demonstrating as to children, and, if possible, the students should see practice classes conducted.

School classes.

During the past year several cookery classes taught by the trained elementary teacher have been visited, and the excellent discipline, the lucid explanation of the value of food, and the manipulation displayed in the preparation of it, have uniformly given satisfaction.

Value of training in Cookery.

As a subject for women, a training in Cookery is valuable; as a means of equipping the students for Supplementary Class work it seems indispensable.

SECTION III.

King's Scholarship Examination and the Reports of the Examiners.

Quality of papers generally.

A careful perusal of the detailed reports of the various revisers of papers written in this examination leaves the impression that the general state of intellectual development of the candidates, as gauged by their powers of grasping the exact nature of a question and of expressing their ideas in regard to the points at issue, is not by any means so advanced as might reasonably be expected from their years and training. While it is abundantly evident that much time and effort have been spent in preparation for the examination, it is only too clear that the majority of the students rely on a badly assorted and ill-digested stock of general information.

Several examiners comment on the fact that the work done by those pupil-teachers who have been taught at Central Classes is superior to that done by those from country districts. This is natural, for very few country teachers have time to devote to the training of pupil-teachers sufficient to put their pupil-teachers on an equality with those who have been taught by masters whose sole duty lies in their instruction.

English.

The work done in English was, on the whole, of moderately good quality. Lack of intelligence, rather than lack of preparation, was the prevalent fault. While several essays were really good, very many were marked by bad punctuation, incorrect spelling, and complete ignorance of the function of the paragraph. Comparatively few of the candidates followed any definite plan in the construction of their essays, and a regrettable sameness

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was evident in the general modes of treatment. In many cases where an attempt was made at the use of the paragraph the attempt was palpably mechanical. The question dealing with the use of "shall" and "will" was a stumbling-block to most. Some seemed familiar with the affirmative uses, but scarcely any with the interrogative. The knowledge of Literature displayed was one of the most meagre description, and led one examiner to remark: "If young teachers know as little of the contents of books as they know of their authorship, alas for present-day reading!" In the question dealing with the correction of sentences, few candidates were able to explain with any approach to clearness the reasons for the alterations they considered necessary. It is suggested by one reviser that more preliminary practice in the writing of answers on paper, and in the art of dealing with a set of questions, ought to be given.

Mathematics.

In Mathematics the average mark reaches about 40 per cent. Arithmetic is often slovenly in form, and complaint is again made regarding the absurd preference which so many candidates display for vulgar fractions over decimals. Algebra was not unsatisfactory, though cumbrous methods too largely prevail. In Arithmetic most candidates fail to adapt their methods of working to the conditions of the problem. The use of graphs seems to be unknown over entire tracts of the country. Book-work in Geometry was perhaps the least unsatisfactory part of mathematical work.

Geography.

Some fairly good work was done in Geography, but too complete reliance on text-books was shown. Scarcely any evidence existed to show that the candidates recognized the intimate connection between Geography and History on the one hand, and Geography and Nature Knowledge on the other. Maps were as a rule fairly good. Lines of latitude and longitude were often inserted with considerable accuracy, but the addition of an approximate scale of miles is a desideratum. The ignorance of the Geography of the South of Scotland displayed by many students was surprising. The question on the teaching of the subject to young children produced many answers which showed that the writers had not seen Geography taught on modern lines.

History.

The papers in History gave evidence of much "cram" and little reflection. Answers lacked detail, and were frequently marred by gross irrelevance. The few attempts at making an illustrative sketch-map showed that Geography had been divorced from History in teaching. Many of the answers were written in exceedingly loose English, and the grossest errors in chronology occurred. There was a general absence of such an elementary philosophy of history as might reasonably be expected from pupils of eighteen years of age. History has not been made (to borrow a candidate's expression) "fuel for reflection." This defect often shows itself in the bad arrangement of the matter; *e.g.*, a candidate writes that after the departure of the Romans the Britons were "feeble in war;" and further on in the same answer states, as an isolated fact, that "the Romans had

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taken away the young and powerful part of the population to fight elsewhere." No connexion is established between the facts; and this is a typical specimen of a prevalent error.

School Management. It was obvious from the answers to the paper in School Management that the candidates had not a sufficient stock of well-digested experience to draw upon—a considerable proportion of them had no experience at all—and this lent a certain air of unreality to the examination.

The first question—dealing with the outline of a lesson on an extract of verse—was badly done in nearly every case. Few grasped the meaning of the passage, and the knowledge of derivation and word-building displayed was frequently of a very rudimentary type.

Where questions could be answered from text-books fairly good commonplace replies were the rule, but questions of a definitely practical kind brought out evidence of too much experience of antiquated methods. Many, when asked to give a Scheme of Lessons in Nature Knowledge, gave an outline of a single lesson. The best set of papers came from the Aberdeen Centre.

Music. It is evident that the training of pupil-teachers in Practical Music is not receiving due care. The average mark does not reach 50 per cent. Many of the students seem to have studied only one notation with any thoroughness. Translation from one notation to another was usually poor, and transposition from one key to another was badly done. The country pupil teachers did less satisfactory work than those from town schools. On the whole, comparatively few seemed to have any knowledge likely to be of serious practical use to them.

Dictation and Penmanship. The passage for Dictation was usually well done. Errors were most frequent in words derived from Greek, and, in particular, "cynosure" seemed to be an unknown word to the majority. Penmanship was not more than fair. Faults were common in shape, spacing, slope, length, and junction. A good free style was rarely found. Far too many errors occurred in the mere transcription. One-fourth of the candidates at the Dundee Centre made at least one error of this kind.

Domestic Economy. The paper most favourably commented on is that in Domestic Economy. The average mark reached nearly 80 per cent. While a few papers contained much irrelevant or erroneous matter, the answers were, as a rule, sensible, and well expressed.

French. The papers in French did not reach a high level. Too few of the candidates seemed to have read any French worth considering. Many were ignorant of the commonest words. Translation from French was at times good, but translation into French was usually poor. Too little use seems to be made in teaching of the complex sentence, and pupils learn the subordinating conjunctions by rote rather than by use. The passage to be rendered into English suffered unnecessary and faulty inversion at the hands of many candidates. The peculiarities of letter-writing were clearly unknown to a large proportion of the students.

German. The German papers were of mediocre quality Translation of German verse was better than that of prose. The worst part of

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the paper was the Composition, of which the examiner says: "The efforts of the candidates were conscientious, but scarcely German—the results of overdoses of Grammar and Syntax without adequate reading." The use of German script was general, and the papers were creditably legible.

In Greek, the translation of an unseen passage was badly done, and Grammar and Composition were weak. Translation from prescribed books was better, but no knowledge of scansion was displayed by any student. Greek.

Some improvement was perceptible in the Latin papers. The translation of prescribed work was well done, except in the case of the second extract from Virgil. The unseen translation was in some cases better than the other. In too many cases the English of the translations was very poor. "Many translations which are, in a formal sense, correct and even intelligible are of the type commonly produced by schoolboys of twelve. Young men and women about to enter the Training College ought to have outgrown this type of translation." Improvement is noticeable both in composition and in the knowledge of scansion displayed by the majority of the candidates. Latin.

SECTION IV.

Reports on Acting Teachers' Papers.

(Certificate Examination—July, 1906.)

As was the case last year, the reports on these papers are of a much more favourable nature than those on the King's Scholarship Examination. A fair number of candidates wrote papers of excellent quality, and the number of worthless papers was comparatively small. Latin and French seemed to be the subjects which were least satisfactorily done. Quality of papers generally.

The papers in English gave evidence rather of diligent and earnest study than of complete assimilation of the matter studied. Essays were of good quality, but a tendency towards prolixity was observed, especially in essays dealing with the matter of the set books. Other common faults were irrelevance and lack of systematic arrangement. In several cases the writers gave evidence of a distinct lack of proportion in the arrangement of answers. Too much time was given to one or two answers, with the result that the others had to be discussed with undue brevity. Many of the essays were marked by great narrowness in point of view. The set books had evidently been most carefully studied, but little in the way of original criticism was attempted. Too much reliance was placed on the help of annotated editions, and it was quite common to find particular passages quoted verbatim from these. English.

The bookwork in Mathematics was generally well done, and figures were neatly drawn. Mechanical methods still prevail, and the misuse of algebraical signs is not uncommon. Graphs were not, as a rule, understood. Question 4 of the first paper was rarely well done; few seemed to know how to represent graphically the intervals of rest, and the usual graph was one that Mathematics.

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ignored them altogether. The work done by those taking second year's papers was disappointing, and, as one examiner puts it, "not inconsistent with the hypothesis that they had ceased their mathematical studies after passing the first year's papers." The papers done at the Centres in Edinburgh and Glasgow were rather better than the others.

Geography and History. The number of candidates taking these subjects is gradually diminishing. There were one or two good papers in each subject, but the most striking feature was the number of very poor papers, especially in History.

School Management. The average mark in School Management was fairly high, and this seems to indicate that the majority of the candidates could make sensible use of their everyday experience. A striking ignorance of the terms of the Code was revealed, and the official regulations as to the marking of Registers were not at all well known. The number of candidates who could frame a reasonable Time Table for a Senior Division was surprisingly small. The psychological questions proved stumbling-blocks to many.

Special paper for Graduates. This paper was taken by 47 students, as against 38 last year. The general results were good, an average mark of 65 per cent. being attained. Methods of teaching the ordinary elementary subjects have evidently received careful attention. Many of the answers show a practical aquaintance with the working and organization of an Elementary School: and not a few of the points are treated with full knowledge and with considerable width of view. Marks were lost more frequently from a want of completeness in the answers than from failure to grasp the point of the question. The views expressed as to Infant work before the commencement of formal teaching were creditably intelligent. The section on English was well done. It is gratifying to note that many candidates are familiar with the more modern conceptions regarding the teaching of, and the training in, oral and written composition. The sections on Geography and History involved an accurate knowledge of certain definite facts, and were scarcely so well answered as the rest of the paper. The handwriting of many of the papers was very bad.

Music. While the papers in Music were, as a whole, pretty satisfactory, there were too many gross inaccuracies in the writing of Sol-fa time symbols. Most students appeared to be more familiar with the Staff notation than with the Sol-fa. Errors were usually more common in points of technical detail than in matters of general principle.

Domestic Economy. Very satisfactory work indeed was the rule in Domestic Economy. Many lost marks from having made a bad distribution of the time at their disposal rather than from ignorance of the subject. The commonest fault was the failure to state the time required to cook the dishes described; in too many cases pure guess-work was obvious.

Political Economy. Improvement was noticeable in the papers on Political Economy. Most of the students had studied the subject with diligence and acquired a good grasp of the fundamental ideas. In Question 2 most of the candidates omitted to point out that

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the landlord, in this country, supplies not only the land, but as a rule, part of the capital also, in the form of buildings, fences, etc.

French. The general level of attainment in French was not nearly so high as might reasonably be expected. Some very good papers were written, notably those from the centres at Ayr and Motherwell. A weakness in general intelligence was strikingly displayed. Scarcely any of the candidates seemed to have the slightest knowledge of French life or of French institutions, as was clear from the absurd translations of the phrase "Rosette d'officier de la Légion d'honneur." Again, very few indeed made the Vicar *tutoyer* his wife and family. On the whole, translation into French was the worst part of the work. Wrong tenses were freely used, and the passive voice was too much in evidence.

German. The papers in German were of average quality, though there were this year rather fewer of the very feeble type. A fair number of candidates worked excellent papers. In the first year's papers, the prose passage set for translation was fairly well done, mistakes occurring not always through ignorance of the meaning, but through carelessness and inaccuracy. The test in free composition was fairly well done.

In the second year's papers the poetical passage was well rendered, but the prose passage—the conclusion of an address by a German professor to an assembly of teachers—was very poorly done by the great majority. This would appear to indicate that the stage of progress in German reached by teachers of this type at the close of their studies does not enable them to catch the drift of a native writing (much less speaking) on a topic which they might be expected to understand and to be interested in. The test in composition was creditably met, and an increasing number of papers contained legible attempts at German script.

Latin. Work in Latin was only of fairly moderate quality. Of the total number of papers, quite one-third failed to gain 25 per cent. of the maximum.

Greek. One candidate in each year took Greek. The mark in one case was 57 per cent., in the other 13 per cent.

Dictation and Penmanship. The standard of work in Penmanship was somewhat higher than last year. The chief faults were the smallness of the text writing and the poor formation of capitals. A large number of candidates went wrong in separating the letters of the diphthong.

While spelling was rather worse than last year, a large number of errors were clearly due to defective, inattentive or unintelligent hearing.

I beg to express here my great indebtedness to Mr. Crombie, Sub-Inspector, for the very willing and able help he has given me in the preparation of this report.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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LISTS OF TRAINING AUTHORITIES, &c.

PROVINCIAL COMMITTEES FOR THE TRAINING OF TEACHERS.

(Established under the Minute of 30th Jan., 1905.)

Committee.	Chairman.	Name and Address of Secretary or Director of Studies.
Aberdeen	W. Dey, Esq., LL.D.	G. Smith, Esq., Training College Buildings, Charlotte Street, Aberdeen.
Edinburgh	Professor Chrystal, LL.D.	J. King, Esq., The University, Edinburgh.
Glasgow	R. S. Allan, Esq.	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews	Very Rev. Principal Stewart, D.D.	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING CENTRES UNDER THE MANAGEMENT OF PROVINCIAL COMMITTEES.

Centre.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Aberdeen	G. Smith, Esq., Training College Buildings, Charlotte Street, Aberdeen.
Dundee	J. Malloch, Esq., Technical Institute, Dundee.
Edinburgh	J. King, Esq., The University, Edinburgh.
Glasgow	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING COLLEGES.

Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh, Church of Scotland, *Johnston Terrace, Castle Hill.*	J. A. Trail, Esq., LL.D., W.S., 16, Chambers Street, Edinburgh.
Edinburgh, United Free Church, *Moray House.*	A. Mackenzie, Esq., United Free Church Educational Committee, Edinburgh.
Glasgow, Church of Scotland, *Dundas Vale.*	A. M. Williams, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow, United Free Church	T. M. Morrison, Esq. (*temporary*), United Free Church Training College, Glasgow.
Aberdeen, Church of Scotland	G. A. Simpson, Esq., 9, Golden Square, Aberdeen.
Aberdeen, United Free Church	J. Duguid, Esq., 57, Crown Street, Aberdeen.
For Mistresses only.	
Edinburgh, Scottish Episcopal, *Dalry House.*	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

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CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

LIST OF SCHOOLS WHICH HAVE BEEN PROVISIONALLY RECOGNISED BY THE SCOTCH EDUCATION DEPARTMENT IN TERMS OF ARTICLE 6 OF THE REGULATIONS FOR THE TRAINING OF TEACHERS, AS CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

County.	† Name of Centre.	Name and Address of Correspondent.
ABERDEEN.	Aberdeen Central H.G.P.S.	T. Hector, 22, Union Terrace, Aberdeen.
	Huntly Gordon H.G.P.S.	W. Leslie, 11, Castle Street, Huntly.
	Peterhead (B) Academy H.G.P.S.	T. Mackie, Court House, Peterhead.
ARGYLL.	Dunoon, &c., Grammar H.G.P.S.	D. Anderson, Victoria House, Dunoon.
	Oban (B) High H.G.P.S.	W. Jolly, Columba Buildings, Oban.
AYR.	*Ardrossan Academy H.G.P.S.	J. Cook, Town Clerk's Office, Ardrossan.
	Ayr Academy - - -	J. Douglas, Clerk to the Burgh School Board, Wellington Chambers, Ayr.
	*Beith Spier's School -	W. Williamson, Union Bank, Beith.
	Girvan (Town) H.G.P.S.	T. G. Tait, Girvan.
	Irvine Royal Academy -	W. C. Wilson, Clerk to the Burgh School Board, Irvine.
	Kilmarnock (B) Academy H.G.P.S.	J. P. Stevenson, Kilmarnock.
BANFF.	*Aberlour H.G.P.S. - -	H. Stewart, Royal Bank Buildings, Elgin.
	*Banff Academy H.G.P.S.	J. A. Badenoch, High Street, Banff.
	*Keith H.G.P.S. - -	Thurburn & Fleming, Keith.
	*Mortlach H.G.P.S. - -	A. Walkinshaw, North of Scotland Bank, Dufftown, Banffshire.
	*Rathven Buckie H.G.P.S.	J. Macdonald, Cluny Square, Buckie.
BERWICK.	Duns, The Berwickshire High School.	W. Home Waite, Clerk to the School Board, 12, Newtown Street, Duns.
CAITHNESS.	Thurso Miller Institution H.G.P.S.	J. W. Galloway, Jun., Thurso.
	*Wick (B) Pulteneytown Academy H.G.P.S.	D. W. Georgeson, Wick.
CLACKMANNAN.	Alloa (B) Academy H.G.P.S.	J. Cuthbert, Candleriggs, Alloa.
	Alva Academy H.G.P.S.	J. Young, Clerk to the School Board of Alva, Royal Bank of Scotland, Alloa.
	Dollar Institution - -	T. J. Young, Dollar Institution, Dollar, Clackmannanshire.

* Conditionally recognized.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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County.	† Name of Centre.	Name and Address of Correspondent.
DUMBARTON.	*Dumbarton (B) Academy H.G.P.S.	A. Roberts, Municipal Buildings, Dumbarton.
	Old Kilpatrick Clydebank H.G.P.S.	J. McBride, 63, Kilbowie Road, Clydebank, Glasgow.
	Row Helensburgh Hermitage H.G.P.S.	G. Maclachlan, Helensburgh.
DUMFRIES.	Dumfries Academy - -	J. E. Blacklock, Clerk to the Burgh School Board, 93, Irish Street, Dumfries.
	Dumfries, Mount St. Michael's College.	Rev. D. O'Brien, St. Andrew's House, Dumfries
EDINBURGH.	Edinburgh Boroughmuir H.G.P.S.	G. W. Alexander, M.A., Castle Terrace, Edinburgh.
	*Edinburgh, Broughton H.G.P.S.	G. W. Alexander, M.A., Castle Terrace, Edinburgh.
	Lasswade H.G.P.S. - -	C. K. Brown, Eliza Bank, Loanhead, Midlothian.
	Leith (B) Academy H.G.P.S.	R. Hardie, 8, Links Place, Leith.
ELGIN.	Bellie Fochabers Milne's Institution H.G.S.	C. Gray, Fochabers.
	Cromdale Grantown H.G.P.S.	R. C. Lobban, Carr Bridge, Inverness-shire.
	Elgin Academy - -	E. D. Jameson, Clerk to the Burgh School Board, Elgin.
	Forres (B) H.G.P.S. -	C. G. Mackenzie, High Street, Forres.
FIFE.	*Anstruther, Waid Academy	D. Cook, Anstruther.
	Cupar, Bell Baxter School	R. J. Davidson, 24, St. Catherine Street, Cupar.
	Dunfermline High School	D. Gorrie, Clerk to the Burgh School Board, 4, Maygate, Dunfermline.
	Kirkcaldy High School -	A. Beveridge, Clerk to the School Board, Kirkcaldy.
	St. Andrews, Madras College	C. S. Grace, Market Street, St. Andrews.
FORFAR.	Arbroath High School -	W. Alexander, Clerk to the Burgh School Board, 62, High Street, Arbroath.
	Brechin High School -	J. Craig, Clerk to the Burgh School Board, 5, Swan Street, Brechin.
	Broughty Ferry, Grove Academy H.G.P.S.	E. Cowan, Royal Bank Buildings, High Street, Dundee.
	Dundee, Harris Academy H.G.P.S.	J. E. Williams, School Board Offices, Dundee.
	Dundee, Morgan Academy H.G.P.S.	
	*Forfar Academy - -	A. Hay, Clerk to the Burgh School Board, 20, East High Street, Forfar.
	Montrose Academy - -	W. Ross, Clerk to the Burgh School Board, 10, Castle Street, Montrose.
HADDINGTON.	*Dunbar (B) H.G.P.S. -	R. White, Dunbar.
	Haddington, Knox Institute	T. W. Todrick, Clerk to the Combined School Board, Haddington.
	North Berwick High School	A. D. Wallace, Clerk to the School Board, East Road, North Berwick.

* Conditionally recognized.

† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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County.	† Name of Centre.	Name and Address of Correspondent.
INVERNESS.	Kilmallie, Fort William H.G.P.S.	D. McLeish, Parade House, Fort William
	*Kingussie H.G.P.S. -	L. Mackintosh, Kingussie.
	Portree H.G.P.S. -	R. Macdonald, National Bank, Portree.
KINCARDINE.	Stonehaven, Mackie Academy	J. Falconer, Stonehaven.
KIRKCUDBRIGHT.	Kirkcudbright Academy -	A. Cavan, Clerk to the School Board, Kirkcudbright.
LANARK.	Airdrie (B) Academy H.G.P.S.	G. B. Motherwell, 10, Bank Street, Airdrie.
	Biggar High H.G.P.S. -	A. Russell, Howieson Buildings, Biggar.
	Cambusnethan, Wishaw H.G.P.S.	J. Burgess, Wishaw.
	Dalziel High H.G.P.S. -	W. R. Barbour, Motherwell.
	*Glasgow Hutcheson's Boys' Grammar S. / *Glasgow Hutcheson's Girls' Grammar S.	W. H. Macdonald, 158, Ingram Street, Glasgow.
	Glasgow Pupil Teachers' Institute	J. Clark, 129, Bath Street, Glasgow.
	Glasgow St. Mungo's Academy H.G.R.C.S.	J. Annias, 84, Henrietta Street, Glasgow.
	Govan, Dowanhill H.G.R.C. Practising S.	Miss Lescher, 17, Victoria Circus, Dowanhill, Glasgow.
	*Govan Pupil Teachers' Institute	M. MacLeod, 151, Bath Street, Glasgow
	*Hamilton Academy- -	P. Keith, Clerk to the Burgh School Board, 67, Cadzow Street, Hamilton.
	Lanark (B) Grammar H.G.P.S.	J. F. Shirley, Lanark.
	Maryhill North Kelvinside H.G.P.S.	W. B. Gemmel, 208, West George Street, Glasgow.
LINLITHGOW.	Bo'ness Academy H.G.P.S.	R. J. Jamieson, Bo'ness, Linlithgowshire.
	Linlithgow Academy	A. Turnbull, Linlithgow.
NAIRN.	Nairn, Rose's Academical Institution	A. Robertson, 34, High Street, Nairn.
ORKNEY.	Kirkwall (B) H.G.P.S.	J. Begg, 27, Bridge Street, Kirkwall.
	*Stromness H.G.P.S. -	J. A.S. Brown, Stromness, Orkney.
PEEBLES.	Peebles Burgh and County High School	W. Lyon, Clerk to the School Board, Bank of Scotland, Peebles.
PERTH.	*Blairgowrie H.G.P.S. -	R. R. Black, Bank Street, Blairgowrie.
	*Callander, McLaren High School	W. Thomson, Clerk to the School Board, Bank of Scotland, Callander, Perthshire.
	Perth Academy - -	P. Martin, Clerk to the School Board, Tay Street, Perth.

* Conditionally recognized.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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County.	† Name of Centre.	Name and Address of Correspondent.
RENFREW.	*Cathcart Queen's Park H.G.P.S.	G. J. Cameron, 104, West Regent Street, Glasgow.
	Greenock (B) Holmscroft H.G.P.S.	A. F. Niven, Municipal Buildings, Wallace Place, Greenock.
	Paisley (B) Grammar School and Wm B. Barbour Academy -	MacRobert and Hutchison, Clerks to the Burgh School Board, 6, St. James Place, Paisley.
ROSS.	Dingwall Academy H.G.P.S.	A. Ross, Dingwall.
	Rosskeen, Invergordon Academy H.G.P.S.	W. George, High Street, Invergordon, Ross-shire.
	Stornoway Nicolson Institute H.G.P.S.	W. J. Clarke, County Buildings, Stornoway.
	*Tain Royal Academy -	W. T. Mactavish, County Buildings, Tain.
ROXBURGH.	Kelso High School - -	T. D. Crichton Smith, Clerk to the School Board, 66, Woodmarket, Kelso.
SELKIRK.	Selkirk High School -	J. Steedman, Selkirk.
STIRLING.	Falkirk High School -	T. Gibson, Clerk to the Burgh School Board, Bank Street, Falkirk.
	Stirling High School -	J. Brown, Clerk to the Burgh School Board, 10, Barnton Street, Stirling.
SUTHERLAND.	Golspie H.G.P.S. - -	D. Peters, County Buildings, Dornoch, Sutherlandshire.
WIGTOWN.	*Newton Stewart, Douglas High School (Girls).	J. McGill, Newton Stewart.
	*Newton Stewart, Ewart High School (Boys).	

* Conditionally recognised.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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*EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

PAPERS SET IN 1906 AT THE WRITTEN EXAMINATION.

FRENCH.

Saturday, 16th June.—10 A.M. to 1 P.M.

I. Traduire très soigneusement en français:

Very ready we are to say of a book, "How good this is—that's exactly what I think!" But the right feeling is, "How strange that is! I never thought of that before, and yet I see it is true; or if I do not now, I hope I shall some day." But whether thus submissively or not, at least be sure that you go to the author to get at *his* meaning, not to find yours. Judge it afterwards if you think yourself qualified to do so, but ascertain it first. And be sure, also, if the author is worth anything, that you will not get at his meaning all at once; nay, that at his whole meaning you will not for a long time arrive in any wise. Not that he does not say what he means, and in strong words, too, but he cannot say it all, and what is more strange, *will* not, but in a hidden way and in parable, in order that he may be sure you want it.

II. Lire attentivement, résumer et apprécier, en français, le morceau suivant.

La Fable et la Vérité.

La Vérité toute nue
Sortit un jour de son puits.
Ses attraits par les temps étaient un peu détruits:
Jeunes et vieux fuyaient sa vue.
La pauvre Vérité restait là morfondue,
Sans trouver un asile où pouvoir habiter.
A ses yeux vient se présenter
La Fable richement vêtue,
Portant plumes et diamants,

* For further particulars of these Examinations see the Memorandum of 1st January, 1907, published with the Regulations for the Preliminary Education, &c., of Teachers. The Memorandum is printed on pages 212 and 213 of this volume.

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La plupart faux, mais très-brillants.
"Eh ! vous voilà ! bonjour," dit-elle ;
"Que faites-vous ici, seule sur un chemin ?"
La Vérité répond : "Vous le voyez, je gèle :
Aux passants je demande en vain
De me donner une retraite ;
Je leur fais peur à tous. Hélas ! je le vois bien,
Vieille femme n'obtient plus rien."
"—Vous êtes pourtant ma cadette,"
Dit la Fable, "et sans vanité,
Partout je suis fort bien reçue.
Mais aussi, dame Vérité,
Pourquoi vous montrer toute nue ?
Cela n'est pas adroit. Tenez, arrangeons-nous ;
Qu'un même intérêt nous rassemble :
Venez sous mon manteau, nous marcherons ensemble.
Chez le sage, à cause de vous,
Je ne serai point rebutée ;
A cause de moi, chez les fous
Vous ne serez point maltraitée.
Servant par ce moyen chacun selon son goût,
Grâce à votre raison et grâce à ma folie,
Vous verrez, ma sœur, que partout
Nous passerons de compagnie."

FLORIAN.

III. Composition française.

Traiter *l'un* des sujets suivants :

(*a*) Quel est le livre français que vous avez lu avec le plus d'intérêt et de profit ? Indiquez-en le sujet et montrez quelles en sont les qualités littéraires et morales qui vous ont charmé et instruit.

(*b*) Si vous étiez chargé de l'enseignement du français dans une école, quelle place feriez-vous à l'histoire et à la géographie de la France ? A quel propos, dans quelles circonstances, dans quel esprit, et dans quel but parleriez-vous d'histoire et de géographie ?

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GERMAN.

Saturday, 16th June—2 to 5 P.M.

(German script should be used at least in the passage for translation into German, 2. Candidates are advised to devote about one hour to Question 3.)

1. Translate into English:—

Da geſchah es eines Morgens, nachdem Herr Janſen im Kontor lange den Kopf geſchüttelt und dann noch länger gedankenvoll von ſeinen Briefen weg hinauf an die braungetäfelte Zimmerdecke ſo ſtarr geſchaut hatte, als wolle er die Fliegen oben zählen, daß er ſechsmal nacheinander mit ſeinem Schwanenkiel in das große ſilberne Tintenfaß tunkte, die übervolle Feder gewaltig auf den Tiſch ſtampfte und dadurch den vor ihm liegenden angefangenen Brief, von oben bis unten mit Tintenflecken marmoriert, auf einmal fertig machte. Herr Hermann ihm gegenüber fuhr faſt vom Sitze auf und ſagte: „Ei, Janſen, ſeid Ihr denn heute, vielleicht zum erſten Male in Eurem Leben, in den Ratskeller geraten und habt von einem ſpaniſchen Fäßlein gekoſtet?' „Nein, Herr," antwortete Janſen mürriſch, „aber ſo geht's nimmer; bei uns in Deutſchland iſt's aus mit Gewinn auf gewöhnlichem Wege bei dem verwetterten Kriege. Potz Blitz und Guſtav! was hilft uns unſer großes Schiff, das immer an der Küſte wie eine Schnecke ſich hinwindet, um uns die ſündlich teuren Waren von den geizigen Mynheers aus Holland herbeizuholen? Wir müſſen zwanzigfach bezahlen, was wir aus der erſten Hand haben könnten von ihren Nachbarn, den Engländern, und in Amerika ſelbſt. Gebt mir auf ein Jahr das Schiff und ſo viel Geld und Nürnberger Waren als möglich, und laßt mich nach der neuen Welt fahren; Ihr wißt, der alte Janſen war ſchon zweimal dort und verſteht den Kram. Zwar der alte Herr war auch immer ängſtlich und meinte, es laſſe ſich ohne großes Wagnis ſchon bei uns was gewinnen; aber das iſt nun anders geworden, drum muß man's anders treiben"

2. Translate into German:—

One day, when the girls were out, and she had remained at home, she was overheard to play a piece so well, that Minerva thought wisely, she could spare herself the expense of a master for the juniors, and intimated to Miss Sharp that she was to instruct them in music for the future. The girl refused; and for the first time, and to the astonishment of the majestic mistress of the school. 'I am here to speak French with the children,' Rebecca said abruptly, 'not to teach them music, and save money for you. Give me money, and I will teach them.' Minerva was obliged to yield, and, of course, disliked her from that day. 'For five-and-thirty years,' she said, and with great justice, 'I have never seen the individual who had dared in my own house to question my authority. I have nourished a viper in my bosom.' 'A viper—a fiddlestick,' said Miss Sharp to the old lady, almost fainting with astonishment. 'You took me because I was useful. There is no question of gratitude between us. I hate this place, and want to leave it. I will do nothing here but what I am obliged to do.'

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3. Write a short German essay on *either* of the following subjects:—

(*a*) Mount Vesuvius;

(*b*) Your favourite recreation;

or, write a letter in German to a supposed German friend, on any important Scottish town.

4. What method would you follow during the earlier stages of instruction in German to ensure the acquisition by your pupils of a suitable and sufficient vocabulary?

Note.—The reply to Question 4 should be *in English.*

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TRAINING OF TEACHERS.

STATISTICS FOR THE YEAR 1905–1906.

LIST OF TABLES.

1. Summary showing Original Cost of Training College Buildings towards which Grants were made; and Receipts and Expenditure of Training Colleges in 1905.
2. Table showing Average Cost per Student at each Training College in 1905.
3. Table showing Income and Expenditure of Training Colleges for 1905.
4. List of Grants paid to Local Committees for King's Students, 1905–6.
5. Table showing the number of those recognised as Certificated Teachers in each of the years 1897–1906.
6. Table showing particulars of Students in Training, 1905–6.
7. Table showing the number of Students recognised as qualified to teach certain subjects on the completion of their training in 1906.
8. Table showing results of the Oral and Written Examinations in Modern Languages, 1906.
9. List of Courses for Teachers sanctioned under Art. 91 (*d*) of the Code, with Summary.
10. Summary of Results of King's Scholarship Examination, December, 1905.
11. Summary of Results of Certificate Examination, July, 1906.

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TABLES.

(No 1.)

SUMMARY showing ORIGINAL COST of TRAINING COLLEGE BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE of TRAINING COLLEGES in 1905.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1905.		Expenditure in 1905.
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of Scotland - - - - -	14,699 7 10	11,847 8 0	26,546 15 10	23,058 5 4	6,174 16 1	27,864 17 6
United Free Church - - - - -	14,467 18 6	7,492 10 0	21,960 8 6	23,249 9 3	5,051 13 5	28,613 16 9
Episcopal Church - - - - -	- - -	- - -	- - -	2,901 13 7	1,352 14 9	4,001 5 3
Roman Catholic Church - - - -	- - -	- - -	- - -	3,993 4 10	1,370 8 8	5,684 8 4
Total - - - -	29,167 6 4	19,339 18 0	48,507 4 4	53,202 13 0	13,949 12 11	66,164 7 10

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(No. 2.)

TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1905.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total.	I.	II.	III.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	72	2,003 7 7	1,313 0 5	336 13 3	3,653 1 3	27 16 6	18 4 9	4 13 6	50 14 9
	Glasgow (Roman Catholic).	119	2,141 1 8	2,658 6 4	885 0 4	5,684 8 4	17 19 10	22 6 9	7 8 9	47 15 4
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	130	3,622 0 4	2,515 2 8	621 11 6	6,758 14 6	27 17 3	19 6 11	4 15 7	51 19 9
	Aberdeen (United Free Church).	130	3,515 18 1	2,559 19 6	870 6 10	6,946 4 5	27 0 11	19 13 10	6 13 11	53 8 8
	Edinburgh (Church of Scotland).	220	5,901 9 6	4,698 15 10	1,330 19 9	11,931 5 1	26 16 6	21 7 2	6 1 0	54 4 8
	Edinburgh (United Free Church).	218	6,423 7 11	4,689 4 8	1,066 2 0	12,178 14 7	29 9 4	21 10 2	4 17 10	55 17 4
	Glasgow (Church of Scotland).	247	6,289 5 7	5,194 8 10	922 14 9	12,406 9 2	25 9 3	21 0 7	3 14 9	50 4 7
	Glasgow (United Free Church).	249	6,605 18 10	5,007 15 7	859 0 8	12,472 15 1	26 10 7	20 2 3	3 9 0	50 1 10
		1,385	36,502 9 6	28,636 13 10	6,892 9 1	72,031 12 5	26 7 1	20 13 6	4 19 7	52 0 2

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(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts				
	1. Grants from Scotch Education Department.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. Proceeds of Land or Capital Sums. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. Subscriptions and Donations. b. From Diocesan Boards and other Charitable Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	4,943 14 9	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	8,856 13 3	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	9,257 17 4	- - -	- - -	- - -	- - -
UNITED FREE CHURCH OF SCOTLAND at Aberdeen	5,154 12 1	- - -	- - -	- - -	138 16 7
UNITED FREE CHURCH OF SCOTLAND at Edinburgh	8,554 12 11	- - -	- - -	- - -	162 17 0
UNITED FREE CHURCH OF SCOTLAND at Glasgow	9,540 4 3	- - -	- - -	- - -	248 16 6
EPISCOPAL CHURCH at Edinburgh	2,901 13 7	- - -	- - -	82 14 6	- - -
ROMAN CATHOLIC CHURCH at Glasgow	3,993 4 10	- - -	- - -	- - -	651 17 2
Total	*53,202 18 0	- - -	- - -	82 14 6	1,202 7 3

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed the 1st of March, 1st of June, and 1st of September (Art. 90a), and the balance as soon as possible after the close

Paid in 1905.

Grant for 1904	£15,750 18 0
„ 1905	37,452 0 0
Total	£53,202 18 0

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts									
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	1. Practising School Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,388 5 0	280 16 0	258 0 0	694 19 4	157 10 3	1,021 1 0	53 4 10	101 0 0	136 10 9	37 2 0
CHURCH OF SCOTLAND at Edinburgh	3,785 0 10	879 18 0	440 0 0	796 10 8	435 7 1	2,658 2 4	106 2 8	343 12 2	207 2 10	40 2 6
CHURCH OF SCOTLAND at Glasgow	4,140 17 9	586 19 0	496 0 0	1,065 8 10	202 16 10	2,730 2 6	68 10 3	141 18 0	175 19 2	72 5 7
UNITED FREE CHURCH at Aberdeen	2,394 8 8	384 15 0	260 0 0	476 14 5	130 15 11	990 15 0	- -	113 11 6	50 8 0	21 0 0
UNITED FREE CHURCH at Edinburgh	4,536 12 2	602 19 0	436 10 0	847 6 9	201 9 6	2,998 10 7	46 4 3	336 18 1	160 19 11	64 9 4
UNITED FREE CHURCH at Glasgow	4,055 10 6	921 3 0	481 13 4	1,147 12 0	103 19 6	2,449 10 0	- -	184 14 7	79 6 0	25 0 0
EPISCOPAL CHURCH at Edinburgh	1,568 0 0	14 14 0	144 0 0	276 13 7	78 12 0	745 1 4	130 12 3	101 15 11	118 18 2	51 12 3
ROMAN CATHOLIC CHURCH at Glasgow	1,448 6 8	58 16 0	238 0 0	395 19 0	30 18 1	2,085 0 0	208 10 0	135 0 0	189 1 4	40 15 0
Total	24,817 1 7	3,730 0 0	2,754 3 4	5,701 4 7	1,341 9 2	15,678 2 9	613 4 3	1,458 10 3	1,118 6 2	358 7 11

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost lodging of the Students and the bursaries entered under No. 4, paid to them towards it, *vide* special arrangement stated in

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RAINING COLLEGES, in the Year ended 31st December, 1905.

ually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
899 7 0	- - -	- - -	- - -	- - -	260 0 0	66 3 11	6,169 5 8
2,271 9 6	- - -	- - -	- - -	- - -	- - -	30 4 8	11,158 7 5
2,358 6 0	- - -	43 15 0	- - -	- - -	39 18 8	205 11 4	11,905 8 4
413 9 0	- - -	- - -	14 0 0	- -	333 3 0	38 11 2	6,092 11 10
1,745 3 6	- - -	103 0 0	- - -	- - -	471 9 0	- - -	11,037 2 5
693 15 0	- - -	87 2 6	- - -	- - -	583 13 1	17 17 1	11,171 8 5
1,091 5 7	- - -	- - -	- - -	- - -	164 19 5	15 15 3	4,254 8 4
562 15 8	- - -	- - -	- - -	- - -	155 15 10	- - -	5,363 13 6
10,065 11 8	- - -	233 17 6	14 0 0	- - -	2,006 19 0	374 8 5	67,152 5 11

dited and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on e year (Art. 90*e*).

GRANT *for* 1905.

Paid in 1905	£37,452 0 0
" 1906	16,571 14 2
Total	£54,023 14 2

TRAINING COLLEGES, in the Year ended 31st December, 1905—*continued.*

ually disbursed during the Year).

9. Replacement of Furniture, Repairs o Buildings, leaning, &c.	10. Rent, Rates, Taxes, and Insurance.	11. Garden and Sundry other expenses.	12. See Footnote.*	13. Certified Expenditure Art. 89 (*a*).	14. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			15. Total Expenditure of College.
					Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
183 11 5	280 9 10	- - -	1,166 3 4	6,758 14 6	- - -	2 12 6	{ 220 16 11 †350 0 0 }	6,166 0 7
306 10 7	589 2 1	- - -	1,337 13 4	11,931 5 1	- - -	- - -	257 4 10	10,850 16 7
390 4 6	368 5 5	1 8 0	2,005 13 4	12,406 9 2	- - -	4 4 0	443 0 6	10,848 0 4
184 9 3	515 1 8	- - -	1,384 5 0	6,946 4 5	- - -	12 0	47 2 8	5,609 14 1
185 5 7	139 6 11	- - -	1,082 2 6	12,178 14 7	- - -	- - -	{ 886 5 8 †582 0 1 }	12,564 17 10
292 19 4	352 1 10	- - -	2,269 5 0	12,472 15 1	118 3 0	- - -	117 11 9	10,439 4 10
89 7 5	128 13 10	- - -	165 0 0	3,653 1 3	- - -	- - -	{ 13 4 0 ‡500 0 0 }	4,001 5 3
39 18 9	545 15 6	38 8 0	- - -	5,684 8 4	- - -	- - -	- - -	5,684 8 4
1,372 6 10	2,918 17 1	39 16 0	9,410 2 6	72,031 12 5	118 3 0	7 8 6	3,417 6 5	66,164 7 10

intenance which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and rt of Committee of Council on Education, 1864–5, p. 31. † For new buildings. ‡ Reduction of debt on new buildings.

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(No. 4.)

List of Grants for the Training of King's Students paid to Local Committees for the Year 1905-1906 under Art. 91 of the Scotch Code.

Name of Committee.	Amount of Grant.		
	£.	s.	d.
Aberdeen - - - - - - -	2,230	8	8
Dundee - - - - - - -	1,425	0	0 *
Glasgow - - - - - - -	4,253	3	1
St. Andrews - - - - - -	705	0	0 *
Total - - - -	8,613	11	9

* In addition the sums of £254 10s. 5d. (Dundee) and £33 1s. 4d. (St. Andrews) were paid for the Training of King's Students under Section II. A of the General Aid Grant Minute of 19th March, 1906.

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(No. 5.)

STATEMENT SHOWING THE NUMBER OF King's Scholars, King's Students, Acting Teachers (Art. 79), and Graduates, who were recognised as Certificated Teachers, and the number of Teachers' Certificates issued after probation (Art. 51) in each of the years 1897 to 1906.

YEAR.	MALES.						FEMALES.						GRAND TOTAL.	Number of Teachers' Certificates issued after probation (Art. 51.)		
	King's Scholars.	King's Students.	Acting Teachers Art. 79)	Graduates (Art 47, II. (c.))	Graduates (Art. 48 (b.))	TOTAL.	King's Scholars.	King's Students.	Acting Teachers (Art. 79)	Graduate (Art. 47, II. (c.))	Graduate (Art. 48 (b))	TOTAL.		Males.	Females.	TOTAL.
1897	84	—	5	37	—	126	360	—	226	3	—	589	715	220	635	855
1898	113	2	2	32	—	149	369	3	200	2	—	574	723	146	524	670
1899	146	14	1	31	1	193	334	8	215	5	3	565	758	114	537	651
1900	152	18	7	28	1	206	394	18	340	10	3	765	971	114	513	627
1901	143	22	3	29	—	197	366	14	314	12	—	706	903	130	564	694
1902	181	26	13	18	1	239	470	28	307	7	3	815	1,054	161	674	835
1903	115	11	8	25	5	164	443	11	376	7	6	843	1,007	164	689	853
1904	170	15	9	20	7	221	491	35	505	10	12	1,053	1,274	208	752	960
1905	148	29	6	15	5	203	471	61	395	23	15	965	1,168	197	825	1,022
1906	146	12	8	23	12	201	526	62	549	24	21	1,182	1,383	†148	†705	†853
Total for 10 years	1,398	149	62	258	32	1,899	4,224	240	3,427	103	63	8,057	9,956	1,602	6,418	8,020

* After the year 1902 Students proceeding to a 3rd year of training were not recognised as Certificated until their full period of training was completed—otherwise the total for 1903 would have been 1,108.

† These figures relate to *six months* only.

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(No. 6.)

TABLE SHOWING PARTICULARS of Students in Training during the Year, 1905-6.

(Excluding Students who left during the course of the year.)

Institution.	Number of Students for which College or Committee was recognised in 1905-6.	Male Students of				Female Students of				Total number of Students.				Number of Students who attended University Classes.			Number of Students, who completed 2 years of training, and were:									Number of Students who completed three years of training, and were					
																	Allowed a third year of training in terms of Art. 33 (c).			Recognised as Certificated Teachers.			Not so recognised.			Recognised as Certificated Teachers.			Not so recognised.		
		1st Year.	2nd Year	3rd Year.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.	1st Year.	2nd Year	3rd Year.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
TRAINING COLLEGES:—																														
Aberdeen Church of Scotland	130	7	6	1	14	58	58	—	116	65	64	1	130	12	4	16	2	—	2	4	58	62	—	—	—	1	—	1	—	—	—
Edinburgh " "	220	31	32	8	71	53	80	16	149	84	112	24	220	53	58	111	11	12	23	20	68	88	1	—	1	8	16	24	—	—	—
Glasgow " "	250	33	33	3	69	87	85	9	181	120	118	12	250	48	24	72	2	4	6	31	81	112	—	—	—	3	9	12	—	—	—
Aberdeen United Free Church	130	20	11	4	35	43	52	—	95	63	63	4	130	24	6	30	9	—	9	2	51	53	—	—	—	4	—	4	—	—	—
Edinburgh " "	220	35	39	13	87*	61	67	3	131†	96	106	16	218	42	32	74	16	9	25	23	58	81	—	—	—	13	3	16	—	—	—
Glasgow " "	250	41	38	2	81	81	88	5	169	122	121	7	250	81	36	117	4	4	8	31	80	111	3	—	3	2	5	7	—	—	—
Edinburgh Episcopal	72	—	—	—	—	37	35	—	72	37	35	—	72	—	2	2	—	—	—	—	35	35	—	—	—	—	—	—	—	—	—
Glasgow Roman Catholic	140	—	—	—	—	60	56	3	119	60	56	3	119	3	2	2	—	—	—	—	56	56	—	—	—	—	3	3	—	—	—
Totals for Training Colleges	1412	167	159	31	357	480	516	36	1032	647	675	67	1389	263	164	424	44	29	73	111	487	598	4	—	4	31	36	67	—	—	—
COMMITTEES FOR THE TRAINING OF KING'S STUDENTS:—	(*Nos. fixed for purposes of Art. 91 (b) of Code.*)																													
Aberdeen University	70	9	10	3	22	33	21	11	65	42	31	14	87	22	65	87	1‡	25	26	2	3	5	1	—	1	3	12	15	—	—	—
Dundee University College ...	100	—	1	2	3	14	22	7	43	14	23	9	46	3	43	46	1	10	11	—	12	12	—	—	—	2	7	9	—	—	—
Glasgow University	150	22	16	1	39	70	47§	18	135	92	63	19	174	39	135	174	12	45	57	3	2	5	—	—	—	1	18	19	—	—	—
St. Andrews University ...	50	2	1	—	3	8	8	4	20	10	9	4	23	3	20	23	—	4	4	—	4	4	1	—	1	—	4	4	—	—	—
Totals for King's Students.	370	33	28	6	67	125	96	40	263	158	126	46	330	67	263	330	14	84	98	5	21	26	2	—	2	6	41	47	—	—	—
GRAND TOTALS ...		200	187	37	424	605	614	76	1295	805	801	113	1719	330	427	754	58	113	171	116	508	624	6	—	6	37	77	114	—	—	—

* Excluding two Students trained under Art. 95 (*b*). † Excluding one Student trained under Art. 95 (*b*). ‡ Completed two years of training in 1905. § Including one who is not a King's Student.

(No. 7.)

STATEMENT SHOWING THE NUMBER of Students who, having successfully completed their period of training in 1906, were recognised by the Department as qualified to teach the subjects named.*

	MALES.							FEMALES.								
		Number recognised as qualified to teach.							Number recognised as qualified to teach.							
	Total Number of Students.	Drawing.	Singing.	French.	German.	Manual Work.	Agriculture.	Total Number of Students.	Drawing.	Singing.	Needlework.	*Eligible for recognition as Teachers of Infants.	French.	German.	Household Management.	Manual Work.
Training Colleges:—																
Aberdeen Church of Scotland	5	5	4	2	—	5	—	59†	59	50	59	44	18	—	59	—
Edinburgh " "	29†	29	27	—	—	—	5	84	79	75	84	43	16	12	58	—
Glasgow " "	35†	32	28	1	1	—	—	90	89	74	90	32	15	15	—	—
Aberdeen United Free Church	7†	7	2	—	—	5	—	51	48	22	51	28	5	—	21	—
Edinburgh " " "	38	38	35	1	—	31	—	62	61	52	62	40	10	7	51	—
Glasgow " " "	33†	33	22	1	1	28	—	83‡	84	66	87	18	29	10	—	70
Edinburgh Episcopal	—	—	—	—	—	—	—	35	35	30	35	18	8	—	—	20
Glasgow Roman Catholic	—	—	—	—	—	—	—	59	55	57	59	—	15	—	—	31
Local Committees:—																
Aberdeen	5	5	—	—	—	—	—	15	15	7	15	—	6	4	—	—
Dundee	2	2	2	—	—	—	—	19	16	14	18	7	3	—	9	—
Glasgow	4	4	3	1	—	—	—	20	20	15	15	—	4	3	—	—
St. Andrews	1†	—	—	—	—	—	—	8	—	6	6	—	—	—	7	—
	159	155	123	6	2	69	5	588	561	468	581	230	129	51	205	121

* Recognition as a Teacher of Infants is subject to a favourable report by H.M. Inspector after probation.
† Including one student who completed his (or her) training previously to 1906.
‡ " two students " their " "

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(No. 8.)

STATEMENT SHOWING THE RESULTS of the Written and Oral Examination of Candidates for recognition as qualified Teachers of Modern Languages—1906.

	French.			German.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
No. of Training College Students presented. (Including former Students)	27	356	383	4	98	102
No. of King's Students presented. (Including former Students) - - -	4	51	55	—	10	10
No. of other Students presented - -	14	49	63	2	26	28
TOTAL -	45	456	501	6	134	140
No. who obtained recognition as qualified Teachers - - - - - - -	16	176	192	6	68	74
No. who passed written Examination only - - - - - - - -	2	35	37	—	12	12
No. who passed Oral Examination only -	8	100	108	—	35	35
No. of unsuccessful Candidates - -	19	145	164	—	19	19

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(No. 9.)

LIST OF COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department under Article 91 (*d*) of the Code, from 1st April, 1905, to 31st March, 1906.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure).		
									£	s.	d.
607	9 June '05.	Forfar County Council	1905	Forfar	Physical Drill	30	27	25	16	6	7
†608	26 July '05.	Marine Biological Association of the West of Scotland	,,	Millport	Nature Knowledge	65	41	41	100	8	7
609	22 Aug. '05.	Greenock (B) School Board	1905–06	Greenock	Woodwork	60	8	8	16	10	0
610	26 Aug. '05.	Dumbarton (B) School Board	,,	Dumbarton	Drawing	60	24	20	5	9	1
611	30 Aug. '05.	Glasgow Roman Catholic Training College	,,	Glasgow	Practical Science	69	19	19	43	8	7
612	30 Aug. '05.	,,	,,	,,	Phonetics	40½	16	8	11	10	4
613	5 Sept. '05	,,	,,	,,	Drawing and Clay-Modelling		Course	abandoned			
614	,,	,,	,,	,,	French	66	23	9	10	10	7
615	13 Sep. '05.	Linlithgow County Committee	,,	Bathgate	Woodwork	84	11	7	27	0	0
616	,,	,,	,,	Bo'ness	,,	72	12	12	23	4	7
617	21 Sep. '05.	A Local Committee at Paisley	,,	Paisley (St. Margaret's Convent School)	Drawing (1st Year)	81	22	18	19	3	6
618	,,	,,	,,	,,	Drawing (2nd Year)	81	24	18	19	13	2

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Holiday Course.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where Held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure). £	s.	d.
619	21 Sept. '05.	A Local Committee at Paisley	1905-06	Paisley (St. Margaret's Convent School)	Practical Physics (1st Year)	65	18	18	18	19	9
620	"	"	"	"	Practical Physics (2nd Year)		Course	abandoned.			
621	4 Oct. '05.	Broughty Ferry School Board	"	Broughty Ferry	Drawing	60	17	16	29	13	8
622	6 Oct. '05.	Inverness Free Library Committee	"	Inverness	Drawing	96	12	12	11	7	5
623	9 Oct. '05.	Governors of Paisley Technical College	"	Paisley	Drawing	70	20	13	28	17	6
624	"	"	"	"	Brushwork and Clay-Modelling	84	19	12	29	19	7
625	"	Governors of Glasgow School of Art	"	Glasgow	Drawing	60	83	51	101	12	10
626	11 Oct. '05.	Fife County Council	"	Cupar	Physical Training	60	20	16	33	18	0
627	"	"	"	Dunfermline	Physical Training	56	39	24	38	16	3
628	"	Leith (B) School Board	"	Leith	Nature Knowledge	75½	28	13	45	13	1
629	"	"	"	"	Drawing	70	33	34	39	15	4
630	"	Fife County Council	"	Dunfermline	Drawing	70	27	19	36	15	0
631	"	"	"	Thornton	Drawing	70	35	32	53	11	3
632	"	"	"	Dunfermline	Woodwork	70	16	15	33	15	0
633	12 Oct. '05.	Elgin County Committee	"	Elgin	Physical Drill	34	75	70	39	13	3

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ⅔ of approved* expenditure). £	s.	d.
634	13 Oct. '05.	Lanark County Council	1905-06	Airdrie	Drawing (1st Year)	65	12	10	21	10	10
635	"	"	"	"	Drawing (2nd and 3rd Years)	67½	30	26	32	14	6
636	"	"	"	Lanark	Drawing (1st Year)	60	18	10	17	6	7
637	"	"	"	"	Drawing (2nd Year)	60	18	10	17	6	7
638	"	"	"	Glasgow School of Art	Drawing (1st Year)	60	37	23	43	2	7
639	"	"	"	"	Drawing (2nd Year)	60	57	40	50	13	4
640	"	"	"	"	Drawing (3rd Year)	60	112	65	194	15	11
641	"	Edinburgh School Board	"	Edinburgh	Drawing	60	102	98	80	12	0
642	16 Oct. '05.	Glasgow School Board	"	Glasgow (Provanside P. School)	Drawing and Clay Modelling	60½	48	46	36	0	8
643	"	"	"	Glasgow (Provanside P. School)	Drawing and Cardboard Modelling	60½	40	36	36	0	4
644	"	"	"	Glasgow (Pupil Teachers' Institute)	Drawing (2nd Year)	60	99	69	81	17	0
645	"	"	"	Glasgow (Whitehill P. School, Glasgow	Drawing	60	23	20	45	16	2
646	"	"	"	(Adelphi Terrace P. School)	"	60½	45	29	37	15	0
647	"	"	"	Glasgow (Pupil Teachers' Institute)	Drawing (First Year)	60½	111	83	58	4	6

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ⅔ of approved* expenditure).		
									£	s.	d.
648	16 Oct. '05.	Glasgow School Board	1905-06	Glasgow (Woodside P. School)	Chemistry and Physics	84	34	28	44	7	8
649	17 Oct. '05.	Roman Catholic Committee of Glasgow	"	Glasgow	Drawing	60	31	20	37	18	3
650	"	"	"	"	Practical Science	60	50	41	56	9	4
651	"	"	"	"	French	60	14	9	8	5	0
652	18 Oct. '05.	Stirling Burgh School Board	"	Stirling	Drawing and Modelling	60	49	45	55	19	3
653	"	"	"	"	Nature Knowledge	60	13	12	35	2	3
654	"	Perth School Board	"	Perth	Cookery	60	14	13	24	12	0
655	19 Oct. '05.	Ayr County Committee	"	Kilmarnock	Drawing (1st year)	68	19	15	24	9	3
656	"	"	"	Ayr	Drawing (1st and 2nd years)	60	52	35	48	11	9
657	"	"	"	"	French { Jnr. Class / Snr. "	40 / 60	30 / 21	20 / 17	49	10	0
658	20 Oct. '05.	Perth School Board	"	Perth	Drill	30	15	11	13	7	7
659	24 Oct. '05.	Eastwood School Board	"	Eastwood	Physical Training (Females)	35	44	26	15	0	0
660	25 Oct. '05.	Aberdeen School Board	"	Aberdeen	French	60	24	16	21	10	6
661	"	"	"	"	German	66	25	20	23	6	11
662	1 Nov. '05.	Stirling School Board	"	Stirling	Woodwork	60	12	10	23	16	10

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (=¾ of approved* expenditure). £	s.	d.
663	13 Nov. '05.	St. Andrew's Burgh School Board	1905-06	St. Andrew's	Laws of Health	10	13	This Course is regarded as preliminary to a further practical Course.	7	10	0
664	16 Nov. 05	Perth School Board	,,	Perth	Woodwork	60	10	10	21	0	0
665	,,	,,	,,	,,	Chemistry	60	16	10	24	7	6
666	,,	,,	,,		German Elementary Advanced	 37½ 48	 9 4	 7 4	23	17	9
667	17 Nov. '05	Leith School Board	,,	Leith	Physics	65	10	8	10	17	0
668	,,	,,	,,	,,	Chemistry	65	11	10	26	1	3
669	,,	Aberdeen County Committee	,,	Fraserburgh	Drawing	75	18	18	18	15	0
670	,,	,,	,,	Peterhead	,,	54	18	14	18	15	11
671	,,	Aberdeen School Board	,,	Aberdeen	French	60	33	28	18	3	9
672	18 Nov. '05	Aberdeen County Committee	,,	Maud	,,	62	17	13	26	7	9
673	,,	,,	,,	Ellon	,,		Course	abandoned			
674	28 Nov. '05	Govan School Board	,,	Partick	Chemistry	93	23	16	32	18	11
675	6 Dec. '05	Hamilton (B) School Board	,,	Hamilton	Drawing (1st Year) ,, (2nd Year)	48 60	12 11	1 11	22	17	7
676	,,	,,	,,	,,	Drawing and Modelling (2nd Year)	60	17	12	23	0	9

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure). £	s.	d.
677	6 Dec. '05	Hamilton Burgh School Board	1905-06	Hamilton	Drawing (3rd Year)	60	19	12	24	0	1
678	"	"	"	"	Woodwork (1st and 2nd Years) and Cardboard Modelling.	48	13	13	23	0	9
679	"	"	"	"	Physical Training. (1st and 2nd Years—Females)	26	32	8	11	0	3
†680	7 Dec. '05	Shetland County Committee	"	Lerwick	Physical Drill	24	35	26	24	6	3
681	18 Dec. '05	Edinburgh School Board	"	Edinburgh	"	36	145	130	77	4	0
682	19 Dec. '05	Roman Catholic Committee of Glasgow	"	Glasgow	"	20	256	247	52	5	0
683	5 Jan. '06	Aberdeen County Committee	"	Maud	German	62	20	15	26	7	9
684	20 Jan. '06	Perth School Board	"	Perth	French	54 66	4 12	3 12	18	16	9
685	25 Jan. '06	"	"	"	Drawing (1st year)	60	21	20	24	3	9
686	"	"	"	"	Drawing (2nd Year)	60	18	17	26	1	3
687	16 Feb. '06	Leith (B) School Board	"	Leith	Physical Training	9	95	Attendance to be considered in connection with next year's Course.	14	1	2
688	"	Inverness County Committee	"	Inverness	French Phonetics		Course	not yet complete.			
689	24 Mar. '06	Edinburgh and East of Scotland College of Agriculture	1906-07	Edinburgh	Nature Knowledge (Horticulture)		Course	not yet complete.			
					TOTALS		2,760	2,098	2,718	1	6

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Holiday Course.

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No. 9 (*continued*).

SUMMARY OF THE FOREGOING TABLE AND OF SIMILAR TABLES FOR PREVIOUS YEARS UNDER SUBJECTS.

Subject.	15 November, 1899, to 31 March, 1901.			1 April, 1901, to 31 March, 1902.			1 April, 1902, to 31 March, 1903.			1 April, 1903, to 31 March, 1904.			1 April, 1904, to 31 March, 1905.			1 April, 1905, to 31 March, 1906.		
	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.
Cookery and Laundry Work	1	8	6	2	34	31	5	76	59	2	28	27	3	58	44	1	14	13
Drawing	33	1,935	1,242	65	3,394	2,638	92	3,814	3,330	72	2,652	2,304	45	1,375	1,236	36	1,335	1,006
Manual Instruction:—																		
Cardboard Modelling	3	86	34	6	213	181	3	76	60	–	–	–	1	19	19	–	–	–
Clay Modelling	–	–	–	4	127	103	1	17	17	–	–	–	–	–	–	–	–	–
Woodwork	6	209	139	9	184	151	6	66	62	6	80	71	7	106	99	7	82	75
Modern Languages:—																		
French	2	27	15	3	32	18	5	54	25	6	108	62	7	157	125	8	178	127
German	2	12	7	2	29	13	1	6	4	2	31	14	2	24	22	3	58	46
Nature Knowledge:—																		
Natural Science (Botany, Zoology, &c.)	7	218	151	22	616	454	18	363	293	20	379	274	9	131	110	4	82	66
Physical Science (Physics, Chemistry, &c.)	10	173	144	11	142	114	11	146	109	16	236	188	10	193	179	8	181	150
Drill	4	160	154	6	275	257	8	204	176	8	405	391	11	360	332	11	783	583
Laws of Health	–	–	–	–	–	–	–	–	–	1	53	51	1	70	70	1	13	–
Land Surveying	–	–	–	–	–	–	–	–	–	1	14	11	–	–	–	–	–	–
Phonetics	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	16	8
Totals	68	2,828	1,892	130	5,046	3,960	150	4,822	4,135	134	3,986	3,393	96	2,493	2,236	80*	2,742	2,074
Total Grants paid	£2,655			£4,709†			£5,099			£4,812†			£3,143			£2,718†		

* Excluding figures for 2 Courses not yet completed. † Excluding Grants not yet paid, viz.: 1 Drawing in 1901–2, 1 Drawing in 1903–4, 1 French, 1 Nature Knowledge in 1905–6.

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No. 10.

KING'S SCHOLARSHIP EXAMINATION, DECEMBER, 1905.

Summary of Results of Examination.

MALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	7	2	9
2nd Class	34	6	40
3rd Class	39	15	54
Total :—Passed	80	23	103
Failed	7	12	19
Total presented	87	35	122
Qualified under Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*).	108	44	152

FEMALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	178	17	195
2nd Class	220	45	265
3rd Class	349	90	439
Total :—Passed	747	152	899
Failed	123	87	210
Total presented	870	239	1,109
Qualified under Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (b), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*).	281	98	379

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No. 11.

CERTIFICATE EXAMINATION, JULY, 1906.

Summary of Results of Examination of Graduates and Teachers.

GRADUATES.

Examined under Article 47 II. (*c*). of the Code.

	Number Examined.	Passed.	Failed.
Males	23	23	—
Females	24	24	—
Totals	47	47	—

Exempted under Article 48 (*b*). of the Code.

Males	12
Females	21
Total	33

TEACHERS EXAMINED ON **Second Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males	18	—	3	5	10
Females	634	21	69	459	85
Totals	652	21	72	464	95

TEACHERS EXAMINED ON **First Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males	35	4	3	13	15
Females	710	72	155	403	80
Totals	745	76	158	416	95

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SCOTCH EDUCATION DEPARTMENT,
WHITEHALL, LONDON.

King's Scholarship Examination.

December 1907.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF PUPIL TEACHERS

FOR

ADMISSION AS STUDENTS IN FULL TRAINING,

AND OF CANDIDATES FOR THE OFFICE OF

ASSISTANT TEACHER.

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NOTICE

AS TO

KING'S SCHOLARSHIP EXAMINATION, 1908.

Notice is hereby given of the intention to hold a further and final King's Scholarship Examination in December, 1908, FOR PUPIL-TEACHERS AND TEACHERS RECOGNISED UNDER ARTICLES 32 (c) 3 and 19 D (a) OF THE CODE ONLY. This examination is to be held primarily to meet the cases of Pupil-teachers for whom it has not been found possible to arrange for a curriculum of instruction which can be approved in terms of Article 60 of the Regulations for the Training of Teachers, and who have accordingly obtained the special permission of the Department to terminate their engagements in terms of Article 70 thereof. The Examination will also be open to any Candidates who were qualified to attend the King's Scholarship Examination AS PUPIL-TEACHERS in previous years.

Pupil teachers who are eligible to attend this Examination may also qualify for exemption therefrom in terms of Article 70 (d) 6 of the Code.

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SCOTCH EDUCATION DEPARTMENT.

KING'S SCHOLARSHIP EXAMINATION, 1907.

IMPORTANT.

The attention of Candidates for the King's Scholarship Examination to be held in December, 1907, is called to the terms of * Article 73 (b) 1 and 2 of the Regulations for the Training of Teachers, from which it will be seen that it is only in the case of Candidates who have been Pupil-teachers that a pass at this examination will qualify for immediate admission into full training. Successful candidates, other than Pupil-teachers, will be recognised as Assistant Teachers under Article 79 of the Code, and must serve for a period of not less than 12 months in that capacity in order to qualify for admission into training in terms of *Article 73 (b) 4 of the Regulations.

REGULATIONS.

1. The Examination will commence on Tuesday, 17th of December, 1907, and will be held at each of the Training Colleges, and at the following special Centres :—

AYR.	GREENOCK.	PAISLEY.
DALIBURGH.	INVERNESS.	PERTH.
DUMFRIES.	KIRKWALL.	PORTREE.
DUNDEE.	LERWICK.	STIRLING.
DUNFERMLINE.	MOTHERWELL.	STORNAWAY.
ELGIN.	OBAN.	WICK.

2. The Examination extends to the subjects required in the course of a Pupil-teacher's engagement and mentioned in the Syllabus appended hereto.

3. Candidates must be either Pupil-teachers entering for their final examination under Article 70 of the Regulations for the Training of Teachers, or, not having been Pupil-teachers, persons over 18 years of age on the 1st of October next following the date of the Examination. The names of all Candidates must be notified to the Department before the 1st October, 1907.

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* *Articles of the Regulations referred to above :—*

73 (b) In any year up to and including 1914 there may be admitted as Students in Full Training :—

1. Pupil Teachers who have passed the King's Scholarship Examination (1st, 2nd or 3rd class) or who have obtained exemption therefrom in terms of Article 70 (d) (6) of the Code.

2. Persons other than Pupil Teachers who have passed the King's Scholarship Examination in the 1st or 2nd Class at the Examination held in 1906 or any previous year.

* * * *

4. Persons who have served in State-aided Schools in Scotland for not less than twelve months as Assistant Teachers (Article 79 of the Code), or as Provisionally Certificated Teachers (Article 60 of the Code).

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4. Application on behalf of Pupil-teachers and others engaged in State-aided Schools, for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form will be sent to the managers of any State-aided School on application.

5. Pupil-teachers or ex-Pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 9 (or 9*b*) for the School.

6. Candidates who have *not* been Pupil-teachers must apply by letter to the Department for permission to attend the Examination, stating that they are non-pupil-teachers, and giving their name *in full* and the exact date of their birth.

7. Non-pupil teachers, in order to obtain marks for Reading, Repetition, and Teaching, must communicate with H.M. Inspector for the district, whose report will be made on Form 13 [c]; and they must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness, which must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

8. Candidates wishing to be examined at a Training College must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Special Centres is offered (*see page* 695).

9. Candidates will be informed by letter from the Department as to the result of their Examination. Pupil-teacher Candidates who obtain a place in the First, Second or Third Class will be eligible for admission as Students in Full Training. For information as to the qualifications of successful Candidates as Assistant Teachers, *see* Articles 79 and 32 (*c*) 2 of the Scotch Code, and Article 71 (*b*) and (*c*) of the Regulations for the Training of Teachers.

10. The position in the Class List of any Candidates entitled to exemption under Articles 70 (*d*) 6, 95 (*a*) 2, or 95 (*a*) 3, of the Code who elect to undergo the Examination, will depend upon the result of such examination.

11. Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Training of Teachers.

Copies of the papers set at previous Examinations (price 6*d.* post free 7*d.*), of the Scotch Code (price 3*d.*, post free 4*d.*) and of the Regulations for the Training of Teachers (price 3½*d.*, post free 4½*d.*) may be obtained from Messrs. Wyman & Sons, Limited, Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin, or through any bookseller.

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SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. *[30]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson with clearness and force, and knowledge of meanings and allusions.

Teaching. [60]—To give a collective or class lesson on any subject taught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the exercises in Reading, Repetition and Teaching before H.M. Inspector at one of his visits to their school preceding the King's Scholarship Examination, or elsewhere as he may arrange. Other Candidates, by giving notice to the Inspector of the district, will have an opportunity of Reading, Repeating and Teaching before him at some school of which he will give them notice.

Penmanship [30] and Dictation. [30]

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

Candidates should write a firm, round, legible hand.

English [60] and Composition. [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Geography. [50]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

History. [50]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Note.—All Candidates will be required to pass in the subjects of Geography and History. Those Candidates who, at this Examination, fail to obtain at least 40 per cent. of the maximum number of marks for Geography and History combined, will be held to have failed in the Examination, and will be so informed.

Candidates who pass the King's Scholarship Examination will understand that they are thereby necessarily qualified in Geography and History for the purposes of the Certificate Examination for Acting Teachers.

* The figures in brackets indicate the maximum number of marks allowed for each subject.

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***Mathematics.** *Females.* [**90**] (*See Note to Mathematics for Males which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz. :—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I and III, with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Mathematics. *Males.*

Two papers [**90** each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz. :—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions, arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I-VI and XI., 1-21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

School Management. [**75**]—Notes of lessons.

The methods of teaching the ordinary subjects.
The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. *Females.* [**80**]—1. The various stitches used in making and mending calico and flannel underclothing.
2. The cutting out, by proportion or by measurements, of a girl's chemise, night-dress and gored petticoat.
3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. *Females.* [**45**]—Food; its composition, functions and preparation.
Clothing and washing.
Rules for warming, cleaning and ventilating the dwelling.
Rules for preserving health.
The management of a sick room.
The feeding and management of infants and young children.

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*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

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B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects :—

MUSIC.

ONE LANGUAGE (or *two* languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—**Candidates may take theory without also taking the tests in practical skill.**

(*a.*) THEORY. **[20]**

Staff Notation :

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Sol-fa Notation.

AND

Tonic Sol-fa Notation :

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Translation of a short passage into Staff Notation.

(*b.*) PRACTICAL SKILL. **[30]**

The tests can be sung from the staff or the tonic sol-fa notation (or both) at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages (in both notations) combining time and tune, and to tell ear exercises freely.

Languages. [80 each]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books :—

LATIN.—Cicero, De Senectute, and Virgil, Æneid, Book II., and simple unseen passages.

GREEK.—Xenophon, Anabasis, Books III. and IV., and Homer, Iliad, Book III., and simple unseen passages.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages. A few additional marks will be allowed for the use of German Script.

NOTE.—*Candidates who fail to make at least 25 per cent. of the maximum for any Language will not be credited with any marks therefor.*

Science [80] and Drawing. [60]—To obtain marks for Science or Drawing Candidates must have attended a three years' course (*see*, however, next paragraph) under a scheme previously approved by the Department for this purpose, and be presented at the Leaving Certificate Examination in the subject in 1907, when marks will be awarded according to the merit of their work, even though a pass may not have been obtained.

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Pupil Teacher Candidates who, for good reason shown, have not been able to complete a full three years' course either in Science or Drawing, will be allowed marks on a lower scale provided that at least one year of the approved course has been satisfactorily overtaken, and that the Candidates are duly presented as above.

Application to attend the Leaving Certificate Examination for the purpose of obtaining marks in Science or Drawing for the King's Scholarship Examination must be made through the Managers of the schools or classes in which Candidates are receiving instruction. Such applications should reach the Department *not later than 1st March, 1907.* The Department cannot guarantee that any application received after that date will be complied with.

Candidates who have been presented in Science or Drawing at any Leaving Certificate Examination previous to 1907 may be credited with the marks then awarded for their work. But any such candidates who have already obtained a pass in Science or Drawing at the Leaving Certificate Examination, by continuing their study of these subjects, and being duly presented in accordance with the above regulations at the Leaving Certificate Examination in 1907, may be awarded marks up to a maximum of 90 in the case of Science, and 80 in the case of Drawing.

C.—SPECIAL SUBJECT.

Gaelic. [80]—In addition to the marks obtainable under the the foregoing regulations, marks will be allowed for Gaelic :—

(1.) To candidates who are, or who have been pupil-teachers in any of the counties mentioned in Article 19 E. Scotch Code, and

(2.) To candidates who, not having been pupil-teachers, are shown to the satisfaction of the Department to have been under tuition at some centre of instruction within the specified counties for at least one year immediately preceding the King's Scholarship Examination.

All candidates must fulfil the following conditions :—

They must be presented at the Leaving Certificate Examination in Gaelic in June, 1907.

Marks will then be awarded according to the merit of their work, whether they be successful at the Leaving Certificate Examination or not.

Application to attend the Leaving Certificate Examination for this purpose must be made by the managers of the Schools, or other centres of instruction, at which the candidates have been in attendance, and should reach the Department *not later than 1st March, 1907.* The Department cannot guarantee that any application received after that date will be complied with.

Candidates who were presented in Gaelic at the Leaving Certificate Examination in 1905 or 1906 may be credited with the marks then awarded.

Full particulars as to the scope and character of the Leaving Certificate Examination in Gaelic will be found in Circular No. 383, copies of which may be had on application to the Department.

Candidates should follow the orthography of the dictionaries of Macleod and Dewar, or of Maceachan.

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SCOTCH EDUCATION DEPARTMENT.

WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1907.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

The Examination will commence on Tuesday, the 2nd July, 1907, at 9.30 a.m.

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SCOTCH EDUCATION DEPARTMENT.

CERTIFICATE EXAMINATION, 1907.

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Tuesday, 2nd July, 1907, and three following days at the following centres:—

ABERDEEN.	GLASGOW.	PAISLEY.
AYR.	GREENOCK.	PERTH.
DUMFRIES.	INVERNESS.	PORTREE (*if a sufficient number of candidates apply*).
DUNDEE.	KIRKWALL.	
DUNFERMLINE.	LERWICK.	STIRLING.
EDINBURGH.	MOTHERWELL.	STORNOWAY.
ELGIN.	OBAN.	WICK.

2. The examination is open to candidates who are upwards of 20 years of age on the 1st October next following the date of the Examination, and have either:—

(1). Been employed for not less than one year as Provisionally Certificated Teachers (Article 60 of the Code), *or*—

(2). Served as Assistant Teachers (Article 79 of the Code), for at least twelve months in day schools approved by the Department, under Certificated Teachers, *or*—

(3). Passed the examination in first year's papers at the Certificate Examination in or before 1906.

The Examination is also open to Graduates in Arts or Science of any University of the United Kingdom *who graduated in or before the year 1906*, and who after a course of training for not less than six months, in a day school approved by the Department, satisfy the Inspector of their practical skill as teachers.

3. The names of all candidates must be notified to the Department before the 1st of May, on Form 147, by the Managers of the Schools in which they are serving (or in which they last served). A copy of Form 147 will be sent to the Managers of every State-aided School in or about the month of October, 1906.

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4. Under the School Teachers' Superannuation Rules (Scotland) 1899, every candidate desirous of being examined whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March The medical examination must take place between 1st April and 1st June in the year in which the Examination is to be taken.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147, unless it has been produced in connexion with a previous examination.

5. The subjects of examination are laid down in the following Syllabus, and are open to candidates of either sex unless otherwise specified. Candidates are no longer required to pass two examinations There will be one set of papers only, the general standard of which will be that of second year's papers at former examinations. (See Article 72 (a) of the Regulations for the Training of Teachers.)

6. The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

7. Candidates who do not obtain at least 25 per cent. of the maximum for ENGLISH and COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the letter (f).

8. Candidates will be informed by letter from the Department of the result of their examination.

Successful candidates will be recognised as Certificated Teachers from the first day of the month succeeding the date of the examination and upon the fulfilment of the conditions as to probation laid down in Articles 49 and 50 of the Regulations for the Training of Teachers, will be awarded certificates which will be of one class only, and will be held subject to the provisions of Article 54 of those Regulations.

Unsuccessful candidates may, nevertheless, if their performance at the examination warrants such a course, be recognised by the Department as having obtained the equivalent, for the purposes of Article 73 (*c*) of Regulations for the Training of Teachers, of a pass in first year's papers.

9. Under no circumstances can information be afforded as to the result of the examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Preliminary Education, Training, and Certification of Teachers.

Copies of those Regulations, price 3½*d.*, post free 4½*d.*, and of the papers set at the previous Certificate Examinations, price 6*d.*, post free 7*d.*, can be obtained either directly or through any Bookseller; from Wyman and Sons, Ltd., Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

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SYLLABUS. 1907.

1. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

Candidates will be expected to show a mastery of the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read from *Macaulay's "History of England," Chapter I.*, and *Milton's "Samson Agonistes,"* or from an unprescribed book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Teaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and Dictation (f) [50].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

NOTE.—Pupils should be taught to write a firm, round, legible hand.

2. To write a passage from dictation.

English (f) [100] + Composition (f) [50].

1. An intelligent acquaintance with the language, style, and subject matter of *Shakespeare's "Henry V."* and *Johnson's Lives of Milton and Dryden.*

(In 1908 the books will be *Shakespeare's "A Midsummer Night's Dream,"* and the first three chapters of *Gibbon's "Decline and Fall of the Roman Empire."*)

2. To write plain prose upon a given subject.

3. General knowledge of English literature in the seventeenth century.

(In 1908 the prescribed period will be *the eighteenth century.*)

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1907. **School Management** [100].

1. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.

2. The best methods of teaching the subjects of the Elementary School curriculum (Scotch Code, Articles 19 (*a*) 4–7).

3. (*a*) School organization and classification.

(*b*) School registers, the mode of keeping them, and of making returns from them.

4. The laws of health as applied to school premises, scholars and teachers.

5. Quick's Educational Reformers, chapters 13, 16, 17, 18, 19.

N.B.—Candidates who desire to obtain special recognition as teachers of infants, are referred to the conditions laid down in Articles 51 and 74 of the Regulations for the Training of Teachers.

***Mathematics.**—*Females* [100]. (*See note to Mathematics for Males, which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz. :—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

Mathematics.—*Males.*

Two papers [100 each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz. :—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plain and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

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TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems. 1907.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

Political Economy—*Males* [75].

Elementary Questions in Political Economy.

Domestic Economy.—*Females* [75].

1. Food—its composition, function, and preparation.
2. Clothing and Laundry.
3. The Dwelling.
4. The Laws of Health and Sick Room Management.
5. The Feeding and Management of Infants and Young Children.
6. Household Expenses and Investment of Money.

Needlework—*Females* [75].

One of the following exercises will be set :—

(*a*) An examination paper testing the Candidate's practical knowledge of the method to be pursued in teaching needlework to classes of children;

or,

(*b*) An exercise in cutting out and fixing the various parts of some garment;

or

(*c*) An exercise in practical mending, darning, patching, &c.

1. The needlework course should include the various stitches used in the making and repairing of ordinary underclothing and of the articles included in the term house-linen.
2. The cutting-out in paper and in material of garments suitable for making up by children. The paper garments may be half-size.
3. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.
4. The drafting of patterns based on some simple system of measurements or proportion.
5. The stitches used in the higher branches of plain needlework; feather stitching, open hem stitch, whipping, etc.
6. The knitting of simple articles: vests, socks, stockings, etc.

Geography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.
2. The Physical, Commercial, and Industrial Geography of the British Empire.

Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

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1907. **History.**

1. A General knowledge of the most important events in British History, with dates.

2. British History from the Accession of James I. to the Restoration, with special reference to (*a*) constitutional questions; (*b*) military operations; (*c*) leading statesmen; (*d*) great authors.

Note.—For the adequate study of this special period candidates should consult one or more of the chief authorities.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, or whose qualification under Article 79 does not include these subjects, must, unless they have obtained a pass at the Leaving Certificate Examination in English, including Geography and History, take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination before 1897, or who passed the Certificate Examination in first year papers before 1898, will be held to have qualified in Geography and History if at either of those Examinations they obtained not less than 40 per cent. of the maximum for the two subjects combined, failing which they will be required to take the subject or subjects for which they obtained less than 40 per cent. of the maximum, at this Examination.

Candidates who passed the Scholarship Examination in Scotland in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at this Examination. This will not, however, entail any loss of marks.

II. OPTIONAL SUBJECTS.

Music.

Candidates are expected to have a knowledge of both notations.

NOTE.—Marks for Music are not given, unless the Candidate obtain at least 30 per cent. of the maximum marks for the Subject.

(*a*) PRACTICAL SKILL [30]:—

(i) To sing a short example in time and tune.

(ii) To beat time to a passage to the syllable *doh* (or *lah*).

(iii) To give the names of a short series of notes (the chord of the key being given).

(*b*) THEORY [20]:—

1. The compass and registers of the voices of men, women, and children. General rules relating to voice training of children.

2. Musical terms in common use.

Staff Notation.

3. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.

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1907.

4. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.
5. Translation into Tonic Sol-fa Notation.

Tonic Sol-fa Notation.

6. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones.
7. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c.
8. Translation into Staff Notation.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to two languages.)

The papers will contain passages for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose. In the German paper marks will be allowed for the use of German Script.

Candidates who take French or German will be required to read (not translate) easy French or German narrative to H.M. Inspector at his visit to their School next before the Examination, and unless a reasonably high standard is reached, a deduction will be made from the marks obtained for the written paper. On the other hand, marks will be added in the case of candidates who do well in this test.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any Language will not be credited with any marks in that subject.*

DRAWING AND SCIENCE

Marks will be awarded for satisfactory work at † courses of instruction conducted under Article 91 (d) of the Code or Article 55 of the Regulations for the Training of Teachers in the following subjects:—

A. *Physics and Chemistry*
*B. *Any branch of Biology.*
C. *Drawing.*
D. *Navigation.*

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* Students claiming marks in respect of attendance at a course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be reduced.

† Other suitable courses may be recognised, but Candidates who propose to attend a course of instruction, other than one conducted under Article 91 (d) of the Code or Article 55 of the Regulations for the Training of Teachers, should be careful to ascertain from the managers that it has been specially approved by the Department for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

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1907. The maximum marks for Drawing or Science can be obtained only when the Course or Courses of instruction attended extend to not less than three years of study.

Marks for Science and Drawing are also awarded for successful work in those subjects as tested at the Leaving Certificate Examinations, even though the Candidate may have fallen short of the standard required for a pass, but the *maximum* marks cannot be obtained unless such work has been supplemented by subsequent attendance at Courses referred to above.

NOTE.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for DRAWING may be allowed in respect of passes obtained BEFORE 1902 at the local examinations in that subject.

GRADUATES.

NOTE.—*The following Regulations apply only to Candidates who graduated in or before the year 1906.—The Department must be satisfied as to the adequacy of the* preliminary *course of training undergone by the candidates. They will also look narrowly into the answers given to the questions in the two papers set for these candidates, and will require evidence of a sound knowledge of the first principles of teaching.*

(1.) The Examination of Candidates admitted under Article 72 (c) of the Regulations for the Training of Teachers will commence at 10 a.m., and will be completed at 5.30 p.m. on Wednesday, the 3rd July, 1907.

(2) The *papers set will be (*a*) the School Management paper (*see* page 6) and (*b*) a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

* The Department may accept in place of the above papers—

A certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—*see* Article 48 (*b*) of the Code.

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General Report by Dr. W. Leslie Mackenzie on the Teaching of School and Personal Hygiene to Students in Training as Teachers in Scotland.

March, 1907.

Sir,—

A little over three years ago, I was instructed by my Lords of the Scotch Education Department to examine certain Classes in the Laws of Health at two of the Normal Training Colleges. Since that time, all the Training Colleges in Scotland, and all the Committees in charge of King's Students, have instituted courses in the same subject, and I have already submitted to you special Reports of the work done in the various localities.

Last year, that is the year 1905 to 1906, there were in all twelve courses:—

Edinburgh.—Established Church Training College, United Free Church Training College, Episcopal Training College.

Glasgow.—Established Church Training College, United Free Church Training College, Roman Catholic Training College, Local Committee for King's Students.

Aberdeen.—Established Church Training College, United Free Church Training College, Local Committee for King's Students.

St. Andrews.—Local Committee for King's Students.

Dundee.—Local Committee for King's Students.

I have the honour to submit the following General Report:—

First.—*Objects of the Course in Laws of Health.*

Briefly, the object of this course is to assist the teacher in discovering such gross mental or physical defects as may unfit, or tend to unfit, the child for school work. The teacher is not expected to become a doctor, or to assume the functions of a doctor. It is intended only that he should be put in the attitude to observe, that he should know enough of the common school diseases and defects to prevent him from pressing incapable children or retaining sick children at school, and that he should be trained to appreciate the limits of mental work, the limits of physical exercise, and, generally, the conditions that unfit the child for the one or the other. He is not expected to search out diseases or defects; but, when placed in charge of a class or a school, he should be able to say whether a child is maintaining his progress in his class and whether his failure to do so is due to some special defect or to general incapacity. Among children at school, many defects necessarily emerge, and the object of the course on the Laws of Health is to prepare the teacher for the commoner defects and ailments.

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SECOND.—*Methods of Instruction.*

A—*Lectures and Demonstrations.*

All the lecturers on the Laws of Health have fully realised the object of the course; but each lecturer, as the special Reports indicate, has followed his own method of attaining that object. At first, there was a tendency to be satisfied with simply expository lectures. These were mainly compounded of elementary anatomy, physiology and hygiene. There was little, if any, attempt to bring the students face to face with actual children, many difficulties standing in the way; but it was easy to give a course of general lectures. The results of this teaching were not satisfactory. The students had too little allied information to enable them to assimilate the information offered; the ground covered was almost always too extensive; the subjects treated were often out of relation to the practical work of a teacher. But the transition from the systematic lecture to the practical training in observation has now, in almost all the centres, been more or less successfully made. The difficulties of finding subjects for demonstration have largely disappeared. In most of the centres, selected schools are visited; children are observed in groups and individually, and every student has an opportunity of testing directly the practical value of the knowledge acquired, and of recording in detail the physical and mental conditions of one or more suitable children.

It is, however, still necessary to say (1) that the systematic lecture, unsupplemented by concrete observation and practice, is not the most satisfactory method of conveying the information intended; (2) that there is a persistent temptation to include a large number of topics suitable only for written examinations; (3) that verbal descriptions of conditions or symptons are of practically no value by themselves; (4) that such note-taking as may be necessary ought mainly to be descriptive notes of children actually observed at close quarters by the students; (5) that the primary and essential thing is not the verbal reproduction of written or spoken descriptions, but the practical skill that comes of properly directed observation.

No doubt, within the conditions of school life, it is sometimes difficult at the moment to secure good material; but the experience of the last year has fully confirmed my early view that, in any elementary school whatever, there need never be any lack of subjects for demonstration. It is not necessary that the children selected should be seriously ill or suffering from gross defects. Wherever there are twenty children, there will be some departures from the normal, and these afford occasions for clinical exposition. No two children hear quite alike; no two children see quite alike; no two children walk quite in the same way, or sit in the same way, or speak in the same way. For the purposes of training in the Laws of Health, nothing can be better than these slight departures from the normal—for example, inflamed eyes, squints, straining of vision, wax in the ears, running of ears, uncleanness of hair, presence of flea-bites, slightly enlarged glands,

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mouth-breathing, nasal catarrh, excessive paleness, exceptional variations in height and weight, differences in action and perception, etc., etc. The medical practitioner, however, naturally tends to rely on the teaching value of grossly morbid cases. In the poorer schools, such cases are numerous, and, in several of the courses, they have been demonstrated to great advantage. But the absence of grossly morbid cases should never be a bar to concrete demonstration; the training in observation can proceed quite as effectively when the children are approximately normal.

B.—*Visitation of Schools.*

In almost all the Centres, the students have visited some schools. They have inspected classes in actual session. They have taken observations of prominent defects. They have recorded the conditions of ventilation, of temperature, of lighting and of the furnishings of the rooms. But there have been considerable variations in the educative effects of the visits. In some cases, the students showed little interest in concrete observation; in others, the interest was extremely active. In some cases, too, the lecturer was apt rather to describe the conditions himself than to stimulate the students to record them. In my experience, lecturing and prescribed book-lessons tend to impair the capacity for observation and to inhibit the impulse to record the observations made. Even the most rudimentary description by a student using his own powers of observation is of more educative value than a more elaborate description repeated from memory. But, to speak generally, the efforts to evolve from these "clinical" visitations of the schools a definite training value were successful. To the skilled medical teacher there is here a field that is practically illimitable.

THIRD.—*Place of Subject in Curriculum.*

Where the Laws of Health form a part of the first year's course, the interest of the students has been distinctly less; the quality of the written work has suffered and there has been little enthusiasm. This may be due partly to the fact that, in the first year, the training in allied subjects is less, and the practical purpose of the training is not appreciated at that stage. But, in one or more colleges, the work of the first year has been followed up in the second year, and in all such cases the results have been excellent. The students, as they approach the realities of teaching, are better able to see the practical bearing of physical defects on mental progress. In one college, the second-year students are regularly required to record on a schedule their observations in the Practising School. (See Appendix II.)

Some of these schedules I saw as they had been filled in by the students. The result was very gratifying. Occasion was systematically taken by the lecturer to discuss with the students the points observed. In this way the second-year students were enabled to apply in the concrete the knowledge gained in the previous year.

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FOURTH.—*Relation of Course to Medical Inspection.*

Instruction of the teachers in the Laws of Health I regard as only preliminary to a systematic medical inspection of school children. What the teacher can do is indispensable to the success of a system of medical inspection; but it is not a substitute for medical inspection. The teacher in the course of his work necessarily discovers a vast number of individual peculiarities in his children. Of these peculiarities, some are of no consequence to the education of the child; others are, in one or other degree, hindrances; still others are positively morbid obstructions. By a course of instruction in the Laws of Health, it is intended to prepare the teacher to discriminate between the lesser defects and those that should be submitted for medical investigation. The natural assumption of every teacher is that every child should learn at the same pace. This assumption is soon qualified by experience. But, oftener than is at present supposed, the variation in pace is due not necessarily to mental inequalities, but to affections of the senses or of the general health. From his instruction in the Laws of Health the teacher acquires the habit of distinguishing for himself between the defects of inherited capacity and defects arising from morbid conditions.

FIFTH.—*Tests of Proficiency.*

What tests of proficiency can we apply? If the instruction is mainly clinical, it is necessarily unsystematic; if it is to be made systematic, it cannot, without great difficulty, be made clinical. The time allotted to the work in some of the colleges is not enough to enable a lecturer to make the course at once fully systematic and adequately clinical. To do this effectively it would be necessary to have at least an hour a week for a year. This is a very large proportion of time when the courses are already so crowded; but I should think it possible, by judicious correlation of domestic economy, school management, and general hygiene, to make twenty-five hours of instruction in the Laws of Health as effective as fifty hours without such correlation of studies.

Written examinations, especially where the instruction is mainly clinical, are never a sufficient test. But this test has been supplemented in several cases by the exact clinical records of observation. This should always be reckoned as an element in making up the final mark.

SIXTH.—*Relation of Medical and Non-Medical Lectures.*

In three colleges and one of the training centres, the greater part of the instruction was given by non-medical lecturers. In all the other colleges and centres, the lecturers were qualified medical practitioners.

The practical question arises—How far is it profitable to base instruction in Laws of Health on generalised non-medical anatomy, physiology, and hygiene? How far is it necessary to supplement such instruction by the work of qualified medical teachers? As I have already indicated, it is an advantage to

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have some preparation in general physiology, which need not be specifically medical. But such instruction is by itself too generalised, too abstract, and too little adapted to the practical work of school-room teaching. To be of real value, such instruction must be adequately supplemented by clinical demonstrations, and the full value of these can be obtained only when they are undertaken by a medical practitioner. From my observations of the work done, I am quite satisfied that this conclusion is sound. In one or two instances, the highly generalised sketches given of anatomy, physiology and hygiene were interesting enough in themselves, but they were of little, if any, value, either in training the observing capacity of the student or in furnishing his mind with a basis for extending his experience. The time spent on such general expositions and note-taking would have been better spent even on imperfect observation of actual children and actual school conditions. In short, I consider that the most fruitful method is—not to work forward from abstract anatomy and physiology, but—to work backward from the concrete child. The relevant anatomy and physiology will then appear as the hypothesis necessary to account for the peculiarities of the child subjected to clinical analysis. This was Huxley's method of teaching elementary biology, and I have never known a better. It effectually prevents the exposition from "degenerating into a lecture," as one master of method put it.

SEVENTH.—*Illustrations of Work Done.*

The nature of the instruction may be best illustrated by selected passages from the special Reports. These passages, though written in connection with special colleges or centres, are of general interest. The illustrations are offered, not as models for literal imitation, but as types for suggestion. It is clear that, through all the varieties of exposition, demonstration, and practical exercise, there is one dominating purpose, namely, to train the teacher to observe all the conditions that tend to obstruct the process of education, mental and physical.

ABERDEEN—CHURCH OF SCOTLAND TRAINING COLLEGE.

"As illustrative material, some thirty children had been taken from the Practising School. From among these, cases were taken at random and examined before the class. Such points as good and bad nutrition, mouth-breathing, defective vision, squint, signs of adenoids, and defective hearing were readily demonstrated. The students showed the keenest interest in the demonstrations. Replies to questions of this or that sign or symptom were readily given. The points commented on were all practical and all important. Some twelve children were gone over in considerable detail, and general observations were made on the remainder."

ABERDEEN—UNITED FREE CHURCH TRAINING COLLEGE.

"The first part of the exposition was occupied with a short description of skin diseases, including ring-worm, scabies, impetigo contagiosa, favus, eczema, alopecia areata, psoriasis, and shingles. Two typical

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cases of ring-worm were shown. One typical case of alopecia was shown. The contrast between it and ring-worm was well brought out. It was not possible to find cases of the other skin diseases in the Practising School.

"This exposition was followed by an examination of some ten or twelve selected pupils. The cases included rickets, defective vision, imperfect development, inflamed eyes, mal-nutrition, wry-neck, squint, unequal development. The students were requested to weigh and measure and take general observations. They were questioned on practical points regarding astigmatism and spectacles."

EDINBURGH—UNITED FREE CHURCH TRAINING COLLEGE.

"(1) The lecture was a summary of the leading aspects covered in the previous part of the course. The exposition rested on a series of lantern slides, which included a typical section of the brain, spinal cord and nerves; resting and fatigued cerebral nerve cells; the eye; the ear; the expression in adenoidal cases; the appearance of vaccination and small-pox.

"(2) On the 29th of June, 1906, I attended one of the practical demonstrations.

"The students were divided into groups of ten. The room was provided with upright measuring rods for taking the height, a weighing machine, several sets of test types, tape measures, and an ergograph. To each group of ten students a pupil from the Practising School was assigned. The students were supplied each with a copy of the printed schedule annexed. In order that they might, without confusion, have access to the different pieces of apparatus, each group began to fill the schedule at different points. They were thus able to weigh, measure, test the eyesight, test the hearing, take observations of the ergograph, etc., in sequence. The lecturer directed the different operations. Each student was required to make an exact record on the schedule, with a short report on the case.

"(3) Some six demonstrations of this kind were given at the end of the course."

EDINBURGH—ESTABLISHED CHURCH TRAINING COLLEGE.

"(1) During the course, the lecturer was able to secure the presence of over a hundred children, showing practically every variety of school ailment, some slight, some serious. He acts also as Medical Officer of the Practising School and as Medical Superintendent of Physical Training. He has thus been able to supplement the cases selected from the dispensaries. He has conducted a series of practical demonstrations, where the students, in small groups, examined and tested the children for themselves. In the course of a medical inspection of the Practising School, he has, from time to time, employed the students as assistants. Further, he has conducted a series of visits to different schools, requiring the students, again in selected groups, to inspect the classes at their ordinary work. In these various ways he has succeeded at once in interesting the students of the different years in the work to be done, and in the practical methods of doing it. He has devoted himself particularly to the practical methods of observation, and less to systematic exposition.

"(2) The visit to the North Canongate School deserves somewhat more detailed description. The students (both males and females were senior students) were requested to proceed to the different classes, to select, each, any child that seemed to suffer from any defect, examine

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the child with some care, and write down the reason given for considering that any defect existed. This was done outside the teaching room. Next, the student brought forward the selected child, and was cross-examined on the conditions alleged. The rest of the class were required to criticise and supplement. When one student came in with a child, another proceeded to the corridor and, in due time, brought in the child selected by him or her. Then the same process was gone through. In this way, practically the whole class had examined, at least, one child, and had the advantage of observing all the children and criticising the conclusions come to by the other students. The demonstration was at once general and special. The lecturer brought out, without loss of time, the leading points. In the course of an hour some twenty to thirty children had been presented in such a way that every student was able to observe with accuracy, and to come to a conclusion on, the leading features of the case. The same method was followed in the second hour, when the male senior students were present. Among the defects discovered were the following:—mouth-breathing (several cases), defective eye-sight, skin diseases—including scabies, impetigo, eczema, and others—rickets and large glands, deafness, adenoids, cleft palate, malnutrition, anæmia, paralysis, feeble-mindedness (cretinoid and mongoloid cases).

"(3) In my last report on this college, I indicated the difficulty of maintaining the large supply of cases for demonstration, but the difficulties have been completely surmounted, and, as indicated above, the supply of material has been even greater than last year. The work at this and some other colleges clearly shows that, without any serious interruption of school work, large numbers of suitable children can readily be provided for teaching purposes.

"(4) In the course of the examinations, every care was taken with the children, who were handled sympathetically and tenderly."

Edinburgh—Episcopal Training College.

"The lecturer had put on the black-board the items of the schedule now appended. Five children from the Practising School were in attendance. The students filled in for each case the information required in the schedule. Each child was examined individually for appearance, posture, grasp, etc. The special subject of the lecture was Eyesight and the Testing of Vision. The methods of testing for defects of vision, including astigmatism and colour vision, were clearly explained and illustrated with selected children. Notes were taken by the students as part of the schedule. The schedule as filled in was to be reckoned for the final mark.

"Several demonstrations were given during the course and included as many of the ordinary school defects and diseases as were available. The leading feature of the demonstration attended was that the children were, from the ordinary teacher's standpoint, normal, and yet revealed distinct defects of eyesight. The Lecturer has endeavoured throughout to avoid what is merely medical and to emphasise the points that demand the teacher's attention in the ordinary course of his work."

Glasgow—Established Church Training College.

"An exposition by Dr. Henderson, the Medical Officer.

"The subjects for the day were the development of muscle by exercise, and the structure and diseases of the ear. The subjects were treated in a way entirely practical and lucid. In the case of the ear, a

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considerable, but not an excessive, amount of detail was given. The points chosen were all such as any teacher may find it necessary to deal with.

"These expositions were all supplemented by clinical demonstrations on the same lines as last year.

"At this college the Laws of Health were taught with great efficiency along three lines:—first, a general course of hygiene; second, a series of medical expositions; third, a systematic medical examination of the children in the Practising School, the inspection being carried to the point most serviceable for the practical instruction of the students. During the year a special inspection of the eyes was completed. The report shows that the work had been done with extreme care and thoroughness. The students had at every stage assisted in the work of examination, and in the recording of results. They have thus had the advantage not only of the general course in hygiene and the general medical expositions, but also of the general examination of pupils and the special examination of particular organs. The concurrent inspection of the school children forms an admirable basis for practical instruction.

"I append the form of letter sent to the parents in every case where defects of vision were discovered. The issuing of such a letter is entirely on the right lines." (See Appendix IV.)

Glasgow—United Free Church Training College.

"The method of instruction indicated in last year's Report has been developed and elaborated with entire success. The co-operation of the Master of Method of the College, Mr. Hood, with the Medical Lecturer, has had a very happy result. The nature of the demonstration deserves to be recorded with some detail.

"Although only one hour a week is required from the lecturer, he has visited the school very frequently in order to discover children in the Practising School suitable for concrete demonstrations to the students. As the result, he was able, in concert with the Master of Method, to produce some sixteen children to demonstrate the nature of respiratory obstructions and their serious consequences both to immediate school work and to the nutrition of the children. But the essential novelty of the demonstration arose out of this, that, instead of being directly examined medically, the children were exercised in a model lesson in phonetics by the Master of Method. Before the entry of the children into the room, the students were instructed generally in the leading points, and directed to record their observations.

"The Master of Method had selected a series of words and expressions to bring out precisely the results of respiratory obstruction. The leading words were these:—

Man	nose	mass
may	gnat	singing
mug	nut	swimming
mat	name	ringing
know	mane	beginning.

"Several of the children were mouth-breathers; two or three of them were slightly deaf; two or three were normal. A child was selected for a short lesson. He was requested to pronounce some of the above words after the teacher. The words were repeated again and again, until the greatest accuracy of pronunciation that the child was capable of had been attained. Then the child was requested to read some sentences from his ordinary class-book. As a contrast, one

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of the normal children was required to read the same or similar passages, and to pronounce the same words. The children were a shade more nervous and excited than they probably would have been in normal conditions, but they were so excellently handled that this was hardly apparent. Words like 'man' were not fully pronounced by those suffering from adenoids. Words like 'singing,' 'swimming,' etc., brought out, in the most striking way, the existence of tonsillary or adenoid obstructions. Further, the halting and 'backward' quality of the reading was very obvious in the more pronounced cases. The attitudes of the children, the tendency to stand on one foot, the forward stoop of the head, the flatness of the chest, the somewhat dull aspect of the face, the open mouth, etc., were all abundantly obvious. But, through the whole demonstration, the susceptibilities of the children were absolutely untouched. They seemed quite to understand that they were being supervised in the customary manner of the Practising School. The lesson was followed by one or two simple breathing exercises done to the word of command. This brought out the slight lack of attention in some of the pupils and the slight deafness in others

"When the lesson was over, the children were marched round the room so that all the students could appreciate at close quarters the want of spontaneity and somewhat stunted growth of some, the pallor of others, the slight hesitation in others to the word of command.

"When the children had left the room, the lecturer called attention to the leading facts emerging at the demonstration. He afterwards gave some detailed explanation, by models and diagrams, of the nasal passages and the back of the mouth. This completed the lesson.

"The demonstration was in every respect successful. It fulfilled, in the most detailed way, the primary purpose of a course in the laws of health, namely, the putting of the teacher in the attitude of observing the physical defects that obstruct his specific work as a teacher. These defects were all observed as an incident in the course of an ordinary lesson. Indeed, the demonstration constituted a strong justification for the systematic teaching of phonetics. Phonetics, more, perhaps, than any other discipline, thus becomes, as it were, a method of functional diagnosis of defective conditions."

"I have described above, with considerable detail, the method followed in the winter part of the course. The present demonstration was on somewhat different lines. A number of children were selected from the Practising School, some suffering from defects, others normal. The students were all assembled. Each child was made to walk in front of them, to do such actions as brought into prominence any special bodily peculiarity, to answer questions, or otherwise to display such mental capacity as he had. The students were instructed to note down their observations and afterwards to write them out in full. The resulting papers were taken into account in settling a final mark. The precise instructions given to the students are contained in the paper appended. (See Appendix I.)

"At the date of my visit, the cases chosen were the following:—a well-marked case of rickets; a second well-marked case of rickets; an anæmic and a healthy child exhibited side by side; a mouth-breather, whose pronunciation was defective; a mentally deficient child, who said that two and two were three and two and one were four and whose gait was very uncertain; another case of mental deficiency; a third case of marked delay in development, with mental deficiency, and one or two other cases.

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"Every effort has been made at this College to adapt the work to the prospective needs of the practical teacher. In this object, the methods adopted have been entirely successful."

GLASGOW—ROMAN CATHOLIC TRAINING COLLEGE.

"Some twelve children had been taken from the school, some of them normal, some of them distinctly affected with adenoids or enlarged tonsils, some of them slightly deaf. The teacher gave a model lesson in phonetics. She taught in particular the sounds b, m, d, n, g, ng. The lesson proceeded for half-an-hour. The children showed the keenest interest in the work. Individually and collectively, they reproduced the sounds precisely, and obviously grasped their significance. Selected children were required to read words involving nasal sounds. The lesson was so arranged as to bring out precisely the nature of nasal and throat obstructions. One or two slightly deaf children were put at a distance and made to repeat lines after the teacher.

"Meanwhile, the students, who were all second-year students, had been instructed to record their observations. These observations were discussed in detail afterwards by the lecturer, who supplemented the demonstration by a systematic explanation of obstruction due to enlarged tonsils, adenoids, catarrh of the nose, etc.

"The lesson was in every respect successful. It brought out the mental peculiarities of the children more seriously affected. It demonstrated in a precise experimental way the effects of nasal or throat obstruction on the formation of sounds. It afforded an opportunity for observing the disturbance to nutrition that results from impaired respiration. The subsequent questioning of the students made it abundantly clear that all the leading points had been thoroughly grasped.

"(2) As in the previous demonstration at the United Free Church Training College, so at the present demonstration—it was clear that the ordinary processes of teaching may be made systematically to subserve the primary purposes of a course in the laws of health. This is a point of primary importance for practice. It is the necessary and correct supplement to any course of theoretical instruction. It trains the teacher to observe the physical results incident to his ordinary routine work. It thus prepares him to select for medical examination any children showing special defects. It combines the lay and medical in the concrete work of a school.

"The demonstration was afterwards supplemented by actual specimens of excised tonsils and adenoids, and by models and diagrams. Each case was gone over in detail after the children had left the room.

"In the course of the lesson, breathing exercises were given."

ABERDEEN—KING'S STUDENTS.

"Fourteen children had been selected. They included a case of defective eyesight, deafness, rickets, mouth-breathing, and one or two others. The lecturer dealt with the questions of height and weight, obvious physical defects such as hare-lip, defects of speech—such as stammering, lisping, misuse of the voice—deafness, obstructions to respiration, adenoids, running ears, rickets, eyesight. Most of these topics she was able to illustrate from the children present."

ST. ANDREWS—KING'S STUDENTS.

"(1) Some eight or nine children had been selected from the classes in the Burgh School. A room in the school was set apart for the examination.

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"(2) The children had been selected by the teachers of the various classes, who had been requested to present any of their pupils that showed any peculiarity of hearing or vision or other trouble. Each child was assigned to two students, who proceeded systematically to examine the height, weight, general appearance, dynamometric power, vision, hearing, teeth, and the girth of the chest measured above the clothing. The results were carefully recorded in their notebooks, and the reports to be afterwards sent in were to be taken into account in assigning the final mark. The vision was tested with the ordinary types and astigmatic lines. The hearing was tested in a separate quiet room with watch and whisper.

"It was quite obvious that the interest of the students in the work had been thoroughly aroused, that their instruction had been sound and practical, and that they thoroughly understood what to look for and how to look for it. The children, with one exception, were all in a state of good nutrition and were not suffering from any gross disease, but they formed excellent material for the purpose intended."

Glasgow—King's Students.

"*Classes in a Special School.*—(1) Some eight children, whose history had previously been inquired into by the lecturer, were brought forward, one by one. The demonstration did not take place in the same room as the classes were held in, because it was found that the presence of so large a number of strangers resulted in considerable excitement and disorganisation of the classes. The first case was an epileptic boy. The special features of his nutrition and mental condition were commented upon. His imperfect gait was demonstrated. The next case was a boy aged sixteen, whose physical development was very imperfect, whose mental development was extremely defective, but whose intelligence was equal to conveying a message with fair accuracy. The third was a cretin, who, under treatment with thyroid extract, had improved very greatly both in physique and in intelligence. The fourth case was a girl of defective intelligence. She also suffered from rickets. The fifth case was a microcephalic boy. He read well, he had considerable intelligence, but lacked initiative. The sixth case was a lad of seventeen, whose mental condition was still more or less childish. The seventh case was a paralytic girl. The difference between infantile paralysis and birth palsy was exhibited clearly in this case. The eighth case was a boy of very weak intelligence.

"The leading features of mental deficiency were amply illustrated in those cases.

"(2) The King's Students of Glasgow are fortunate in having access to such a wealth of valuable material."

Dundee—King's Students.

"The lecture covered a discussion of the circulation, heart-strain, pulse, respiration, obstructions to respiration, the structure and functions of the skin, hair, nails, the physiological purposes of cleanliness, school baths, etc. The lecture was illustrated by lantern slides and diagrams.

"Afterwards I saw the same students at physical drill in the gymnasium. In this college, arrangements had been made to link the class on the laws of health as closely as possible with the physical training of the students. This is a great advantage. The practical exercises enabled the students to verify the general physiological principles laid down.

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"The lectures were supplemented by an extensive series of school demonstrations, conducted with small groups of the students.

"On the 28th June, 1906, I attended a school demonstration at .....School.

"Some thirty children had been selected by the head-master. Each of them suffered from some defect more or less obvious. They were provided with brown paper and coloured chalk and requested to draw whatever they remembered or liked best. Meanwhile, the students were instructed to make observations of the children, the school benches, the lighting, the means of ventilation, and the general hygienic aspects of the school-room. All these were duly recorded. The drawing lesson formed a good occasion for observing posture, eyesight, and the general conditions of nutrition, pallor, hair, skin, deformities, etc. On the occasion of my visit, twelve students took part in the demonstration. I examined their observation record and found that it gave distinct evidence not only of good assimilation of the systematic lectures, but also of capacity to observe. In every case the points noted were practical and as accurate as could properly be expected in a non-technical description.

"(2) At other schools, lessons in singing, or reading, or sewing have, in like manner, been made the occasion for observation. This order of inspection can be conducted with very little disturbance to school work.

"(3) As a supplement to this demonstration, Dr. Templeman drew attention to the salient points in the Ling Association posture diagrams. He pointed the description by a reference to the children actually present. He also directed attention to the unsatisfactory lighting and ventilation of the room, the defects of class-room structure and of the school site as a whole."

EIGHTH—*Conclusion.*

At the present stage, it would be a mistake to stereotype the methods of instruction in this growing subject. From the illustrations given, it is obvious that there are many good ways of attaining to the same result. Much depends on the size of the classes; much on the materials available for demonstration. Accordingly, I here content myself with general indications of what has been found practicable and profitable. But I may express the hope that, as time goes on, and the general principle of the course is better understood, the methods of instruction will steadily tend towards observation of the concrete child, and away from generalised physiology and the technical descriptions of anatomy. This is the only recommendation that I feel called upon to make. Doubtless, as the relations between the Provincial Committees and the School Boards evolve into a smoothly-working form, the lecturers will cease to have any difficulty whatever in procuring abundant clinical material.

I have the honour to be, Sir,

Your obedient servant,

W. LESLIE MACKENZIE, M.D.

The Secretary,

Scotch Education Department.

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APPENDIX I.

GLASGOW: UNITED FREE CHURCH TRAINING COLLEGE.

Cases for Observation.

Student's Name.....

Note carefully the appearance of the children. Each may be taken as a type of different classes of children attending an ordinary elementary school. State fully what measures you would adopt in carrying out the ordinary daily work of the school, not only to prevent any aggravation, but, if possible, to secure an alleviation of the specific troubles from which each child suffers. Special attention must be paid to physical exercises, position in class, amount of standing or sitting, reading, writing, advice (where possible) to the parents or to the children themselves.

1 & 2. Cases of Rickets.

3. Anæmic.

4. Adenoids.

5. Squint.

6. Defective (mentally).

7. Ill-health (dry, flat hair, ill-nourished, prominent eyes).

8. Retarded development.

APPENDIX II.

GLASGOW: UNITED FREE CHURCH TRAINING COLLEGE.

Practical Observations on Physical Condition of Pupils in Practising School (based on Theoretical Course of Lectures on Health).

Class.—*Supplementary.*
Average Age of Pupils.—*13–15.*
Subject of Lesson.—*Writing.*
Hour (Give interval from period of relaxation).—*11.30 a.m. to 12.0. Two hours.*
Temperature of Room at beginning } *52° F.*
at end } *52° F.*
Duration of Effective Attention.—*30 minutes.*
Any Evidence of Fatigue during Lesson: If so, what evidence?—*A little restlessness towards end of lesson.*
Indicate any children who may appear to you to be—
(*a*) "Backward" in intelligence.—*There are none.*
(*b*) Defective in attitude during lesson { (1) *491, back bent too much; speech defective.* (2) *466, head too far forward when writing.*
(*c*) Defective in vision } *None.*
(*d*) Defective in hearing }
(*e*) Mouth-breathers.
(*f*) Subject of other defect or disease, *i.e.*, Swollen Glands, Running Ear, Inflamed Eye, Skin Affections (including Rashes of Infectious Diseases), Persistent Cough.
216, skin eruption round mouth.
220, skin eruption on brow.
If you see any fair grounds for exempting any particular child from Drill, give your reasons.
Any other remarks.
513, stammers, sometimes cannot speak at all.
680, pale face.
238, pale face.

Student's Name.—*A.L.H.*

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APPENDIX III.

EDINBURGH: UNITED FREE CHURCH TRAINING COLLEGE.

Scheme of the Routine Examination of Children.

1. Name.....
2. Address.....
3. Age..... Weight..... Height.....Ft.....In.
4. General Inspection :—
   (*a*) General Cleanliness.....
   (*b*) Attitude.....
   (*c*) Tidiness.....
5. Regional Inspection :—
   (*a*) SKULL.—Dolicocephalic..... Brachycephalic.....
   (*b*) SCALP.—Eruptions..... Crusts, &c.....
   (*c*) FACIES.— .....
   Mouth Breathing..... Frowning.....
   Grimaces..... Pallor.....
   (*d*) NECK.—Glands..... Scars.....
   (*e*) MOUTH.—General Cleanliness of the Teeth.....
   Number..... Condition.....
6. General Nutrition :—General Appearance.....
   MUSCULARITY—(*a*) Circumference at Biceps.....In.....In.
   (Right Arm. Left Arm.)
   (*b*) Circumference at Calf.....In.....In.
   (Right Leg. Left Leg.)
   Dynamometric Record—Right Hand.....Left Hand.....
   Ergographic Record—Weight.....Frequency.....
7. Examination of Vision :—
   (*a*) Acuity
   RIGHT EYE { D=.....read at a distance of 20 feet.
   D=.....read at a distance of 3 feet.
   LEFT EYE { D=.....read at a distance of 20 feet.
   D=.....read at a distance of 3 feet.
   (*b*) Astigmatism.—Right Eye..... Left Eye..... (*c*) Colour Sensation.....
   (*d*) Squints..... (*e*) Colour of Iris..... (*f*) Headache.....
8. Examination of Hearing :—
   Watch Test.—Heard distinctly at a distance of { Right Ear.....
   Left Ear.....
9. General Intelligence :—
10. Report :—

APPENDIX IV.

GLASGOW: ESTABLISHED CHURCH TRAINING COLLEGE.

Dear Sir, or Madam,

The Medical Officer reports that in the course of his examination of Class....., he has observed that the (eyes, ears, etc.) of your.....should be under treatment, and I write to suggest that you should take medical advice on the case.

Yours, etc.,

....., Principal.

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PART IV. OF APPENDIX.

CONTINUATION CLASSES.

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CONTINUATION CLASSES.

GENERAL REPORT *for the year* 1906 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* SOUTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships my third General Report on the Continuation Classes of the Southern Division of Scotland.

I have again had very little opportunity of personally seeing the work of these classes; but from the full and lucid reports of my colleagues it has been comparatively easy to gain a clear and complete view of the present position of the Continuation Class work of the Division. This I shall now try to lay before Your Lordships.

Signs of progress.

The aims of Continuation Classes, and the possibilities which the Continuation Class system opens up to students, are being more widely recognized as time goes on. While there has not been any large increase in the number of centres, there has been improvement in the distribution of them. More centres have been established in rural districts this year than ever before.

The number of individual pupils in attendance at Continuation Classes is also on the increase, both in town and in country. It is still, however, true that very few school boards indeed, either in town or in country, seem to be fully alive to the importance of securing complete continuity of instruction for the pupils who leave the day schools under their charge. Too often there is a period during which the pupil is entirely severed from connection with educative influences of any sort, and such a lapse is worse than mere stagnation.

Work of Technical Education Committees of County Councils.

One feature must be noted as of special importance. The management of many classes is now in the hands of the Technical Education Committees of County Councils, and much of the increased interest in the work is directly due to the action of these committees, which often are fortunate in the possession of an educational enthusiast as organizing secretary. In Fife, in Linlithgowshire, and in Stirlingshire these committees either have organized classes of their own or have given assistance to classes under separate management. On this matter Mr. Jamieson reports:—

Linlithgowshire.

"The classes in Cookery organized by the Linlithgowshire Technical Committee were both popular and successful, and quite a number of similar classes have this (1906–7) session been established in Midlothian by the committee for that county."

And Dr. Dunn reports:—

Fifeshire.

"Under the auspices of the Fife County Council Committee classes were opened at over thirty centres for the teaching of Needlework, Dressmaking, Cookery, and Laundry work. These classes were well attended,

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and they seemed to meet a felt want. At some centres a new subject, Millinery, was added, and proved very popular. These classes are growing in favour, and Mr. Mitchell, the organizing secretary, writes that his committee could not overtake all the centres, even with an increased staff."

In his report on the Stirling district Mr. Millar speaks in somewhat similar terms:—

Stirlingshire.

"The classes for Industrial Subjects were unusually successful. This was greatly due to the assistance given by the County Technical Education Committees. Under their auspices several schools were opened in outlying rural districts in Stirlingshire, and in all thirty schools received some subsidy. All the five Continuation Schools in the county of Kinross were subsidized, and the cost to ratepayers was practically nil."

Financial aspect.

It is to be regretted that still in so many cases managers concentrate almost all their attention upon the merely financial aspect of the Continuation Class work. They are too apt to reckon the government grant as the only credit item to be set against their expenditure on this work, and to ignore the valuable asset of its educational benefit to the community. It is not uncommon for a board to stop a proposed class after a few meetings, on the plea that the government grant will not cover the expenditure and that consequently the rates are in danger of being raised.

Staffing.

Closely connected with this question is that of the staffing of the classes. As a rule, the teacher of classes in Divisions I. and II. is a day school teacher doing, besides, full day school work. The objections to this arrangement, and some considerations that may be urged in favour of it, have been dealt with in former reports, yet the importance of the matter has caused several of my colleagues to recur to it in their reports for this year. For example, Mr. Michie, speaking of the work in country schools, writes:—

Mr. Michie.

"The instructor is almost invariably a day school teacher, and it is too much to expect that he can bring the freshness, enthusiasm, and practical acquaintance with the requirements of the students that are necessary to command success in dealing with evening classes. Until managers are prepared to face the problem of securing special teachers, no great improvement can be looked for."

And, referring to similar cases, Mr. Robb remarks:—

Mr. Robb.

"The vital question is one of staff. Every country village cannot possess a young, vigorous teacher with superabundant energy, yet every village ought to have a good Continuation Class. Boards have not yet realised that something might be done by the importation of special teachers for these classes, nor have they quite realised that successful classes need not mean serious financial loss; otherwise they would be at greater pains to secure the essentials of success."

As a rule, classes in Divisions III. and IV. are taught by outside experts, with very satisfactory results.

City and country classes compared.

The contrast between the work done in city schools and that done in country schools, especially in the more elementary stages, is still very marked. As to this Mr. Clark writes:—

In country districts.

Mr. Clark.

"On a general survey, however, there is no doubt that outside the more important centres of population the Continuation Class is moribund. To this several causes contribute, of which probably the chief are a certain apathy among the agricultural population towards education, and the lack

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of enthusiasm in the working of the classes on the part of the managers and, to some extent also, on the part of the majority of the teachers."

And Mr. Home remarks:—

Mr. Home. "We have all observed the pleasing air of interest and enthusiasm which pervades a good rural Supplementary Class: if similar interest and enthusiasm can be instilled into the rural Continuation Class there is still a future of usefulness before it."

The same is true of the country portions of the Edinburgh district, as to which Mr. Michie reports:—

Mr. Michie. "There are various reasons for this condition of affairs. The classes under Division II. have too little direct bearing on the commercial and industrial life of the district. The subjects professed are sometimes a heterogeneous collection with no very definite aim in view, and are taught along the lines of some antiquated text-book."

In towns. By way of contrast it may be useful to quote one or two passages regarding classes held in towns or cities. Mr. Clark reports:—

Perth. "The classes in industrial subjects held in Caledonian Road School, Perth, were again attended by large numbers of young women, and there at least there was no sign of abating interest."

And with reference to the classes under the Edinburgh School Board Mr. W. G. Fraser reports:—

Edinburgh. "The Board have made every effort to make the classes as widely known as possible and to enlist the sympathies of employers, and there is a gratifying increase in the numbers enrolled. The attendance, too, is almost perfect, and the numbers who return for a second and a third year give ample evidence that the classes are appreciated."

Influence of selection of subjects. To a considerable extent the success of Continuation Classes depends on the subject or subjects taken up for study. This may not have all, but it certainly has much, to do with the marked contrast between country and city classes. The general opinion of my colleagues is that classes in Division II. are, as a rule, much more satisfactory than those in Division I. For this there are various reasons. Pupils in Division I. frequently attend from motives less likely to induce them to take their work seriously than the motives which actuate pupils in the higher divisions. In some cases, classes in Division I. exist simply in order to make provision for pupils exempted from day school attendance. These classes are the least satisfactory of all. On the other hand, pupils in Division II. usually attend with a perfectly definite purpose, and, as a rule, the teacher in arranging the work gives consideration to the particular aim of each pupil.

Importance of attitude of pupil towards his work. On the whole, it is evident that the great factor in determining the success of these classes is the attitude of the pupil towards his work. When Supplementary Classes have reached a fuller development in the day school we may not unreasonably expect an improvement in this matter, especially seeing that the work of Division I. has now been closely assimilated to that of Supplementary Classes.

The Merit Certificate and Division II. classes. The value and the use of the Merit Certificate as a passport to classes in Division II. do not seem to be sufficiently realized. In this connexion there arises with regard to the provisions of Article 29 of the Day School Code a point of some importance which I desire to submit for the consideration of Your Lordships.

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This point is clearly put in the latter part of the following remarks of Mr. W. G. Fraser:—

"There is no question that not a few of the pupils in Division I. are boys and girls who would, under favourable circumstances, have been quite fit to earn a Merit Certificate; at the same time there is a considerable residuum whose progress in the day school has evidently been slight, and it is probable that the need for classes in this division will never entirely disappear. It may not be out of place to refer here to another circumstance that is not without its effect in diminishing the number of Merit Certificates issued, viz., the conditions laid down in the footnote to Article 29 II. of the Day School Code, under which it may be necessary for a child to remain for a short time *after* he reaches the age of fourteen in order to earn a Merit Certificate. This may not at first sight seem to be of much consequence, but if a boy or girl is offered a situation at the age of fourteen, he or she is not likely to run the risk of losing it in order to get a Merit Certificate; and cases are not uncommon where children otherwise qualified have lost the certificate owing to the condition referred to."

Importance of direct connexion between the Day School and Continuation Classes.

In certain cases every effort is made by the teachers to see that those pupils who leave the Day School during a session go at once to Continuation Classes; but too often nothing of this kind is done. As Mr. Gall remarks,

Mr. Gall.

"There must be a considerable number who leave the day school at fourteen but either do not come to the evening school at all or come only after the lapse of a few years, during which they have forgotten what they once knew. To many it is irksome to go over the same ground again, but in any case their presence renders the name 'Continuation' Class a misnomer."

How best to induce such scholars to pass at once to a Continuation Class is a problem well worth considering. There is much to be said in favour of legal compulsion; but this might be thought a further infringement of the "rights" of parents who already hold it a hardship to maintain their children at school as late as the age of fourteen. Much might be effected through the influence of employers on their apprentices; but the co-operation of employers in this direction is by no means so hearty as it should be. In Edinburgh something has been done to stimulate the interest of business firms in the education of their employés, and to lead them specially to recognize and reward those members of their staffs who try to make their services more intelligent and consequently more valuable. In the country, on the other hand, there is practically no indication that employers are in sympathy with the aims of Continuation Class work; in fact, one often finds pupils seriously hampered in their attendance owing to causes which a little adjustment might remove.

Co-operation of employers.

Correlation of classes: in country districts still much needed.

There is crying need for the better correlation of outlying classes with central classes for advanced instruction. It is too often the case that even in districts where advanced classes are held at quite a convenient centre very few pupils from the outside find their way to these classes. The courses of study in the outlying districts are not dovetailed with those in the centre, and the pupils are seldom encouraged to proceed there. This arises from the present dual control of Continuation Classes. There is no general scheme for a given district.

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In Edinburgh many of the students in Continuation Classes follow out their studies in subsequent sessions at the Heriot-Watt College. Definite arrangements for such transference exist and are, on the whole, taken considerable advantage of, though as yet difficulties arising from the lack of convenient means of speedy locomotion interfere with the perfect working of the scheme. In Leith similar arrangements for co-ordination exist. As to these Mr. Barrie reports:— In Edinburgh. In Leith.

"The aim in the ordinary Continuation Classes in Leith is to work up the students to a stage of advancement (correlation of subjects being carefully attended to) that allows those who wish it the opportunity of entering the more advanced classes in Leith Academy and Technical College and thus continuing their studies for some years longer in whichever course they may desire. The elementary Continuation Classes are thus recognised as feeders for the Technical College. This is an admirably managed institution, where advanced instruction in a great variety of branches may be had." *Mr. Barrie.*

The subjects taught show very little variation from year to year. In Division II. the most popular Commercial subjects are Book-keeping and Shorthand. As a rule, these are taught by experts, and good progress is made. Dr. Dunn instances the School of Shorthand at Dunfermline as illustrative of the popularity and success of the subject. The school is devoted entirely to this subject, and most creditable success is achieved in attaining certificates for "theory" and "speed." Subjects professed. Division II. Commercial Course: Book-keeping and Shorthand.

By several of my colleagues mention is made of the comparative neglect of English in the Commercial Course. This is much to be regretted; for, as Mr. Wilson remarks, Comparative neglect of English in the Commercial Course.

"Without a sound knowledge of English, and the facility in English composition which is obtained by reading good English authors, satisfactory progress in commercial subjects can hardly be expected. A lad may write Shorthand with expertness, and may go through the drudgery of Book-keeping mechanically, yet accurately, who cannot write a succinct business letter without bad grammar and worse spelling." *Mr. Wilson.*

Where English is seriously taken up the teaching of it through the medium of a school reading-book is fast disappearing. Standard works are read. But more might yet be done to utilize the facilities provided by libraries. It is gratifying, however, to find a growing number of pupils desirous of taking English solely for the sake of its culture value.

Commercial Correspondence is, as a rule, too artificial. At times this degenerates into a mere exercise in Penmanship. Commercial Correspondence.

It is greatly to be regretted that so little is being done to induce pupils to give serious attention to the interesting and valuable subject of Commercial Geography. Commercial Geography.

Domestic subjects are still both popular and well taught. Dressmaking and Cookery are those most frequently professed, and it is quite common to find pupils returning for a second and a third year to the same class. Where the County Committees are active, as in Fife and Linlithgowshire, very adequate provision is made for the needs of the district. But Mr. Fleming reports of the Border District:— Domestic subjects.

"In Division II. instruction in Commercial Subjects is well organised in the towns. The most serious defects lie in the poor provision made for the teaching of Cookery and other domestic subjects suitable for girls. It *Mr. Fleming.*

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must be admitted, however, that Galashiels and Peebles have done all that could be expected in the way of premises and their equipment. But no evening classes in these important subjects exist in Jedburgh, Melrose, Kelso, Duns, or Innerleithen."

Division III. Classes in Division III. are not yet so numerous as could be wished. On the work of these classes in the Southern Division, I am favoured with the following report by Dr. Macnair:—

Dr. Macnair. "In the past session 25 schools were recognised as centres for "advanced specialised instruction" under the Continuation Class Code. The following table shows the centres and the courses carried on at each:—

Statistics.

Alloa Academy	A	E	B	–	–
Bathgate Academy	–	E	B	–	–
Cowdenbeath P. S.	–	–	–	M	–
Bo'ness Academy	–	E	B	–	–
Broxburn P. S.	–	E	B	M	–
Burntisland P. S.	–	E	B	–	–
Dunfermline Technical School ...	A	E	B	M	W
Sinclairtown P. S.	–	E	B	–	–
Edinburgh Royal Institution ...	A	–	B	–	–
" Gorgie P. S.	–	E	B	–	–
" Leith Walk P. S. ...	–	E	B	–	–
" Lothian Road P. S. ...	–	E	B	–	–
" Sciennes P. S.	–	–	B	–	–
Falkirk School of Science and Art	A	E	B	M	–
Bonnybridge Foundry Hall ...	A	–	–	–	–
Galashiels Technical School ...	–	–	–	–	W
Hawick Buccleuch Institute ...	A	–	–	–	W
Leith Technical College	A	E	B	–	–
Leven Greig Institute	–	E	B	–	–
Linlithgow Academy	–	E	B	M	–
Kirkcaldy High School	A	E	B	–	–
Perth Academy	A	E	–	–	–
" Sharp's Institution	A	–	B	–	–
Stirling High School	A	E	B	M	–
Wemyss Crossroads P. S.	–	–	–	M	–

NOTE.—A = Art. E = Engineering. B = Building. M = Mining. W = Weaving.

"It will be seen that courses designed for apprentices in the Engineering or Building Trades are the most numerous, followed by courses in Art, Mining, and Weaving, in the order named.

Organization of courses. "There has been some advance in the direction of better organisation of the courses. Mathematics has now been introduced into all the Engineering, Building, and Mining courses; and now that it is generally taught on more practical lines, the difficulty of securing regular attendance at the classes in this most important subject, though still great, is less than in former years.

Buildings and equipment. "In the matter of buildings and equipment progress is unfortunately very slow. Only five of the twenty-five institutions in the list given above possess premises that are used exclusively for Continuation Classes, and in no case were these premises erected for their present purpose. Perhaps the best housed of the five are Galashiels Technical School, which occupies an old factory building, and the School of Science and Art at Falkirk, which is accommodated partly in a disused secondary school and partly in a building erected many years ago as an art school. The work of the other twenty centres is carried on mainly or entirely in rooms intended primarily for the use of children in elementary or secondary schools. There is little hope that School Boards, as at present constituted, will ever consent to erect special buildings for technical education—all the less now that the

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introduction of electric tramways in the country districts is very largely increasing the area from which such institutions can and do draw their pupils. It is equally useless to look to the County Councils for help. Several of these bodies, notably the County Councils of Fife, Linlithgowshire and Stirling, are doing excellent work (so far as their very limited funds allow) in encouraging technical education in evening classes. But the money available is barely adequate to keep up the work already undertaken, and nothing can be spared for buildings. Failing legislation, there is therefore nothing left but reliance on voluntary subscriptions from manufacturers and the general public, and I am glad to say that there seems some prospect that by this means genuine Technical Schools may be established before very long at Galashiels (for Weaving) and at Cowdenbeath (for Mining).

Higher Grade Schools.

"The establishment of Higher Grade Schools all over the district has helped the Continuation Classes to some extent, by making available a number of laboratories suitable for elementary work in Physics and Chemistry. Leith, Falkirk, and Alloa are as yet the only centres where special laboratories for Mechanics have been established for the benefit of Engineering classes."

Division IV.

There are still but few classes under Division IV. The subjects usually taken up are Music and Physical Drill. Classes for Music are increasing in some districts; but not, over all, to the extent that one could wish. Adopting the words of Mr. Bell's report,

Music. *Mr. Bell.*

"I would urge teachers who are drawing up programmes for work to consider the claims of Music. Attendance would be improved, and a humanizing influence would be felt, which could not fail to react on the other work."

Cookery and Household Management. *Miss Crawford.*

Miss Crawford has favoured me with the following report on the classes of the Southern Division in Cookery and Household Management:—

"During the past session 17 classes in this Division were visited. Fife claimed the greater number of these In each an afternoon as well as an evening class received a visit.

Fife.

"The schemes of work prepared by some of the teachers employed by Fife County Council are not commendable. They aim at high class Cookery, a subject not only of doubtful value to the pupils concerned but one difficult to teach to large classes. A greater benefit would be bestowed on the community if the lessons aimed at the teaching of useful, rather than fanciful, unwholesome, and often extravagant cookery.

Edinburgh.

"In Edinburgh district there is nothing new to report. The classes visited were proceeding on satisfactory lines: they were found in perfect order, and the quality of the instruction was such as to produce results of a high degree of merit.

Stirling.

"In Stirling district the classes instituted by the Buchanan School Board call for special comment. These classes included all the subjects embraced in Household Management. The house in which the bursar pupils were boarded afforded ample practice in the daily work of the home. Much of the instruction, practical as well as theoretical, was given at the ordinary school centre. This included household sewing, simple dressmaking, cooking, laundry work, the laying, waiting, and clearing away of table for different meals, home upholstery, and, in fact, all that is necessary to equip girls for service in their own or other homes. The pupils showed an aptitude for the work; and the knowledge acquired during the six months' training, combined with practical experience, should prove valuable later. The classes were likewise attended by non-bursar pupils; and the creditable specimens of cookery, upholstery, dressmaking, and laundry work exhibited at the close of the session testified to the thoroughness of the instruction and the general usefulness of the course.'

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CENTRAL INSTITUTIONS.

(ARTICLE 87.)

Three Central Institutions in the Southern Division.

The culminating stages of Continuation work are provided for in the Central Institutions organized under Article 87 of the Continuation Class Code. Of these there are in this Division three; namely, the Edinburgh Heriot-Watt College, the Edinburgh and East of Scotland College of Agriculture, and the Leith Nautical College. The Heriot-Watt College is in its main purpose an advanced school of Technical Instruction, but it at present provides also, in its Evening Classes, courses in Commercial Subjects, in Applied Art, and in English, Music, and Classics. The special fields of educational work taken up by the other two institutions are sufficiently indicated by their designations.

Full Reports in Appendix.

Full information as to the nature and extent of the work done in these three colleges will be found in the Appendix, in the reports furnished to the Department by the respective local authorities: therefore I need present here with regard to these colleges only one or two observations upon points which seem specially worthy of note.

Co-ordination as exemplified in these institutions.

It is gratifying to find increasing evidence of effort towards systematic co-ordination and co-operation not only among these institutions themselves but also between their governors and the other educational authorities in Edinburgh. The classes in Agriculture formerly held at the Heriot-Watt College have this session been transferred to the new buildings of the College of Agriculture. For three years past there has been in operation an arrangement entered into between the Edinburgh School Board and the Governors of George Heriot's Trust to secure co-ordination of the instruction given in the Board's Evening Continuation Classes with that given in the Heriot-Watt College; and of the results of this the assessors jointly appointed by the two authorities report:—"The senior classes of the Heriot-Watt College are profiting slowly, but in a growing degree, from this scheme, and to it must be credited reforms and improvements in the Continuation School system which cannot be set down in figures."

Organization still needed for Higher Commercial Education.

Further, these two authorities are at present trying to arrange for systematic co-operation in connexion with the proposed new "Commercial Certificate" to be given at the Heriot-Watt College. In the course of these negotiations for the furtherance of higher commercial education in the city the School Board has made the following important suggestions:—"A representative and impartial Examining Board should be constituted, composed of members of the Edinburgh University, Heriot Governors, Edinburgh School Board, Edinburgh Chamber of Commerce, and Edinburgh Merchant Company; or, if it were designed to extend the scope of the scheme, the co-operation of the Associated Chambers of Commerce might be invited. In order to give value to the certificates, employers should be interested in the work, and should understand that these certificates of a

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given definite value are granted by a representative and impartial body." With the root idea of these suggestions—without committing myself to the details of them—I am in the heartiest sympathy. Undoubtedly the interests of advanced commercial education in Edinburgh and the South-East of Scotland would be best served by the establishment of a special and separate Commercial College, ranking as a Central Institution, under the management of representatives of the masters of the great business industries of the city and district. Who should take the lead in this important enterprise, it is hardly for me to say; but the initiative would seem naturally to lie with the Merchant Company and the Chambers of Commerce. When such a College of Commerce has been established, and when, further, Edinburgh is in possession of its new Municipal School of Art, the Heriot-Watt College will be able to concentrate its energies and resources upon its own specific function as a Central Institution—namely, the development, with thorough systematization and to the highest ranges possible, of its many-sided work in Technology and Applied Science. Then our organization in Edinburgh for the final stages of Continuation work will be ideally complete.

A noteworthy addition during the past year to the curriculum of the Heriot-Watt College has been the provision of a course in Technical Mycology. Already the new laboratory specially and fully equipped for this study, which was opened in October, 1906, has its accommodation taxed to the utmost. Arrangements are being made to increase the accommodation.

Co-operation by the University.

It is specially interesting and gratifying to note the co-operation between the Edinburgh University and both the Heriot-Watt College and the Agricultural College with regard to courses qualifying for the B.Sc. degree in Engineering, in Chemistry, and in Agriculture: as also the success of the Governors of the Heriot-Watt College in securing for that institution not only the encouraging interest but also the hearty co-operation and practical support of various large engineering firms, mechanical, electrical, and marine, in Edinburgh and Glasgow, as well as of two trade committees representing the plumbing trade and the printing trade of the city and district.

And by employers.

Special classes for teachers.

All the three Central Institutions have day classes as well as evening classes, and all three also make provision for special classes for teachers. During the past session the Edinburgh and East of Scotland College of Agriculture has conducted, under Article 91 (*d*) of the Scotch Code, very successful classes in Nature Knowledge at the Royal Botanic Garden, Edinburgh (76 students), and, in conjunction with the Selkirk County Council, at Selkirk (26 students); also a specially interesting course in School Gardening (24 students), the practical work of which has been done at the School of Gardening, Corstorphine The Leith Nautical College offers courses of Elementary Nautical Instruction to "teachers in the fishing and smaller sea ports"; but I regret to find no evidence that during the past session any teachers have taken advantage of these courses.

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Students in Training.

For the current session it has been arranged by the Edinburgh Provincial Committee with the Governors of George Heriot's Trust that the instruction in Drawing of the Committee's Students in Training be given at the Heriot-Watt College.

I desire to express my special obligations to Mr. Robb, Sub-Inspector, for his valuable help in the preparation of this report.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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GENERAL REPORT *for the year* 1906 *by* A. R. ANDREW, ESQ., M.A., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* WESTERN DIVISION *of* SCOTLAND.

MY LORDS,

I have the honour to present a General Report on the Continuation Classes of the Western Division.

I. ORDINARY CONTINUATION CLASSES.

DIVISIONS I., II., III., IV.

In the General Report of last year (1905) on these classes a number of questions regarding their general organisation were raised and discussed. With a view to ascertaining how far progress has been made during the past year in these respects the questions referred to are here briefly recapitulated:— Subjects dealt with in last Report.

(I.) With regard to Division I. the points raised were as follows:–

(a) The decay of rural continuation classes.

(b) The number of Division I. classes in the various districts as related to the efficiency of Day School work, and particularly in connection with "Exemptions."

(c) The assimilation of Division I. work in its method and scope to the work of Supplementary Courses. Division I.

(II.) In connection with Divisions II. and III. the following points were discussed:—

(a) The popularity of certain subjects of immediate utility.

(b) The need for continued study of English in Division II. and its comparative neglect as a Continuation subject. Divisions II. and III.

(c) Single subject teaching in Commercial Classes, and development of Commercial courses.

(III.) The number of classes in Division IV. and the desirability of making "Elocution" part of an English course. Division IV.

The last point may be disposed of at once by pointing out that the suggestion made in last year's Report by H.M.I. Mr. J. C. Smith, has now been embodied in the Continuation Class Code, Art. 38.

(1*a*.) There is no change to report in regard to the rural Continuation Classes. School Boards in the country are as unwilling as ever to face the certain expense of those classes. It is apparently not yet realised that the Continuation Class ought to be made universally available, that it is not something added on to the Day School system, a superfluous luxury which can only be afforded by wealthy centres, but a necessity of really efficient educational work everywhere. More especially is it required in rural districts where, owing to causes which have been too frequently dealt with to bear repetition, it is too often Rural Continuation Schools.

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the case that the majority of pupils leave school at the legal age with no higher attainments than those necessary for enrolment in a Supplementary Course. There can be little doubt that Continuation Classes in Division I. are urgently required in many country districts, for, if we take as the test of efficiency of elementary instruction—and it is perhaps the most valuable test of such efficiency—the knowledge of reading, writing, and counting possessed by a young man or woman of twenty of the labouring and artisan classes, it would be found that in six years of absence from school such knowledge had sadly deteriorated in quality and greatly diminished in amount.

They are urgently required.

Day-School Work forgotten. Instances of this.

Instances of this kind can be found in the Adult and Police Classes of the large towns. Very often the young men who attend these classes have been educated at country schools up to 13 or 14 years of age. They work for a time at field occupations —then come to town to "better themselves." They join the police force or become artizans, and at once their educational deficiencies are brought home to them. When questioned as to their recollection of school subjects, they often affirm that they have forgotten almost all they learned. They can read, but with difficulty, and without that purely mechanical facility which is necessary in order to derive any benefit or pleasure from reading; they can write—with painful accuracy and slowness; they can reckon such small money matters as they have been accustomed to deal with; but they know little of the history of their country or its geography. They seldom or never read *books* as an educated man understands the term, and writing a letter is a serious task only to be faced in the emergencies of life. It must, however, be added that when such investigation is made into the amount of school-acquired knowledge surviving into adult life, it is found that pupils from our own Scottish country schools are very considerably in advance of those from similar schools either in Ireland or in England.

But, as the men who join such classes in towns are probably the most intelligent and ambitious of their class, it is likely that those who remain in the country have found their school knowledge still more evanescent, and that, if they cannot be called "illiterate" in the legal sense, they are far from having received a sufficient elementary education. The problem is a hard one. School Boards in rural districts have a fairly heavy rate in many cases, and a penny rate often brings in only a trifling sum; the classes are comparatively costly, and the expense is certain—the benefit, from their point of view, doubtful. From the pupils' point of view, the session is too long, though this complaint should no longer be heard; the instruction is wearisome; they are sometimes taught by well-meaning but rigidly-minded teachers, for whom the methods of the ordinary school—perfectly good in relation to the child mind, but quite unsuitable for the adolescent—are as the laws of the Medes and Persians, and the classes, even when opened, fail to succeed.

Difficulties of establishing Rural Continuation Schools.

A suggested remedy.

A solution, so far as School Board action is concerned, may be proposed on the following lines:—

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(1.) A contribution from the General Aid Grant might be offered to School Boards in rural districts, for the purpose of strengthening the staff, by one additional certificated teacher, who would not teach a full day in the day school except on the days when he has no Continuation work. With these exceptions he would teach only in the forenoon, so as to leave him untired for his Continuation work in the evening. He might thus have *only* forenoon work in the day school, taking Continuation work for three evenings for Division I. work, and two evenings per week for Division II. work. This contribution might be made in the same way as that offered in connection with the strengthening of rural staffs for supplementary work. (Minute of 19th March, 1906. Section 11 (*d*).) Provision of Staff.

(2.) Continuation work could thus go on all the year round, beginning in the Winter months at four o'clock, in the Spring and Autumn at five or six, in Summer at seven or eight. Hours of Work.

(3.) A condition of this Aid Grant should be that the Board should give an undertaking that *all exemptions would be made conditional on attendance at Continuation Classes.* Rural School Boards which adopted the strengthened staff, would, if the attendance and efficiency of the Continuation School were regarded as satisfactory, find it possible to exempt boys over twelve for agricultural pursuits, without feeling that they thereby imperilled the pupil's educational proficiency, and this would, perhaps, help to keep the remnant of the rural population on the land, and thus indirectly benefit the whole community. A condition "Exemptions."

(4.) Such a Continuation School in good hands would, it is believed, retain many of its pupils up to the age of sixteen. If they began at twelve, they would thus have had an opportunity of taking Division I. (equivalent to Supplementary Course), in Division II., a course in English and a rural occupation (boys), or Home Industries (girls), and in Division III., Practical Agriculture, Horticulture, or Forestry, with Advanced Mensuration, Arithmetic, and Estate and Farm Book-keeping. Possible results.

This solution offers two strong motives for its acceptance by rural Boards. (*a*) The financial difficulty would largely disappear. (*b*) The granting of exemptions for agricultural work would be facilitated. It may also be said that it offers advantages from the social and educational point of view, for it would certainly supplement the Day School work in a way which has not been previously attempted, even when rural Continuation Classes were fairly numerous, and it might to some extent, as already pointed out, tend to check the deplorable depletion of the rural population, which is everywhere going on. Advantages of the proposal.

(1*b*) The number of Division I. classes is declining in Glasgow. This is due, as H.M.I., Mr. J. C. Smith, points out, to two causes, viz., *a decrease in the number of exemptions*, and "a considerable and gratifying increase" in the number of pupils admitted to Division II. by reason of the extended facilities offered in Art. 11. Glasgow. Decrease in number of Division I. classes.

In Lanarkshire, on the other hand, Division I. classes seem to be as numerous as ever, and from the district report it appears to be the custom for pupils to remain two or more years in such Lanarkshire.

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classes. The reason for this is, no doubt, the large number of "exemptions" granted in many parts of the county—a question which has been dealt with in the General Report for the Division.

Ayr and Renfrew.

In Ayrshire and in Renfrewshire, the relation of "exemptions" to Continuation School work is also of great importance. But here complaints are made, not only of the number of "exemptions" and of the irregularity of attendance at Continuation work of these pupils, but also of the short time some of them give to the Continuation School. When pupils are nearing fourteen, "exemptions" are granted on condition of Continuation Class attendance, but such pupils very often attend only up to the exact day on which the law allows them to leave.

H.M.I. *Mr. Munro Fraser.*

H.M.I., Mr. Munro Fraser, gives some interesting statistics on this point. His figures show that sometimes as high a proportion as one-third of a class leave the Continuation School in the middle of the session simply because they have reached 14 years of age. Others, again, are exempted towards the close of the Continuation Class session, possibly at 12 or 13 years of age, and consequently in some cases make the unprofitable change for that session of about three weeks of Continuation work for six months of day school work. As a remedy Mr. Fraser suggests a declaration by the parent or guardian of the exempted child, that he will endeavour to keep the pupil at a Continuation School for the whole session—and a resolution by the Board to cancel the exemption in cases of irregularity, But while this might suffice in many cases, it is hardly likely to succeed among that large class of parents who are more the ruled than the rulers in their own households. And it does not meet the second class of cases. For *them* the only remedy is the plan which is, I believe, adopted in Edinburgh, of a Continuation School open all the year round. As for the "exempt" who leaves or is withdrawn at 14 though he has attended the Continuation Class for a few nights, it appears that nothing can be done—he is within his legal rights. The remedy lies in the hands of the Board. Let them *refuse exemptions* where only a short time is required to complete the legal age, and enforce attendance up to that age at the day school.

Lanarkshire. Attendance at Division I. Classes for more than one Session.

The continuance of pupils for more than one session in Division I. classes is dealt with by Sub-Inspector Mr. Millar in his Report to H.M.I., Mr. Harvey, on the Lanarkshire Continuation Classes. He says that pupils continue "in large numbers (in some cases to the extent of one half of the class) not only for one year but for *two* or more years in Division I.," and he gives as the reason for this state of affairs—"the quality of the output from the day schools." No doubt, inefficient teaching, excessive or too early exemption, and other similar causes contribute to this undesirable result, but there may be also a certain amount of inertia on the part of the pupils, which teachers, tired with their long and arduous day in school, lack the freshness of mind and vigour of body necessary to overcome.

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On this question of staffing Mr. J. C. Smith has some weighty remarks:— Staffing Division I. Classes.

"Most of these Division I. classes—and many of the classes in other Divisions—are taught by ordinary day school teachers. In many respects these teachers are the best for Continuation Class work, and indeed they are often the only teachers available. They understand method—though the methods appropriate to the day school cannot always be applied without modification to the Continuation Class—they keep excellent order and their registration is above suspicion. But it is hardly possible that people who have been working hard in school all day should come with unabated freshness to Evening School work. The only permanent solution is to *regard a teacher's work whether day or evening as a whole* in apportioning working time and salary. I am aware that this is a counsel of perfection: in many parts of the country it is not feasible, but a School Board like the School Board of Glasgow might do something, *e.g.*, in the case of Head Masters of Continuation Classes, to give a lead in this direction." H.M.I. *Mr. J. C. Smith.*

It will be observed that in principle Mr. Smith's "permanent solution" for the City Continuation Classes is the same as that suggested in another form for the provision of staff, and the further encouragement of Continuation Schools in rural districts.

(1*c*.) The desirability of assimilating the methods and programme of the instruction in Division I. to a well arranged Supplementary Course was noticed in last year's Report, and this assimilation is, so far as the regulations can bring it about, now an accomplished fact. (Art. 3 of the Continuation Class Code for 1906.) Mr. J. C. Smith bears testimony to the fact that in Glasgow the Continuation Classes were 'quite ripe" for this "salutary change," and he adds:—"It remains only that the same provision of reference books and school libraries should be made for the Continuation Classes as for the Supplementary Courses." Such provision is indeed a necessity if the teaching of English in Continuation Classes is ever to rise beyond what has been described as the "Standard Reading Book" method. Work of Division assimilated to that of Supplementary Courses.

The only other general remark I desire to make on the work of Division I. is suggested by a sentence in Mr. D. Munro Fraser's valuable report on the Continuation Classes of his district:—

"Occasionally," he says, "pupils that have been much occupied during the day fall asleep on the benches through sheer weariness." This is the fate of the exempted pupil in a manufacturing town. He is a child in years—he must work hard all day, and go to school at night. What profit is it to him that his wearied body is on the school bench if his equally tired brain has either yielded to irresistible fatigue, or has been spurred to unnatural effort for an hour or two? One of two things might be done in such cases. Either employers should allow Continuation Class pupils to work only half time on school days, or the Continuation School should meet only on Saturday for, say, three hours. As matters stand the latter solution is not in accordance with Art. 6 of Code, but a combination of the two plans would be a feasible method of really giving some educational benefit to such pupils. If employers gave Friday as well as Saturday as a half-holiday to all continuation pupils on condition that they attend school on those days, the *sleeping pupil* Fatigue of pupils in Continuation Classes.

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would disappear, the work would be better done, the children would be better educated, and the teacher would see some result of his labour.*

In the report furnished by Sub-Inspector Mr. D. Johnston to H.M.I. Mr. Lobban, on certain Ayrshire Continuation Classes this double fatigue of mind and body is also noticed. At Kilwinning it appears "nearly half the pupils are under fourteen, just freed from day school and sent to work with, in many cases, a mile or more to walk to school, and they were expected to come every Monday, Tuesday, Wednesday and Thursday throughout the session." It is no wonder that the attendance at this class was "unsatisfactory," and one wonders also how much good the pupils got from the instruction in such circumstances.

Divisions II. and III., Success of Classes in Dressmaking and Millinery—Neglect of English and Cookery.

II. (*a.*) Nearly all the reports with regard to the work of Division II. this year, as last year, bear witness to the continued prosperity and success of the Women's Classes in Dressmaking and Millinery, and equally to the popularity of the Commercial Classes in Shorthand, Bookkeeping and Typewriting. But unfortunately this success is still accompanied by a neglect of two subjects of first-class importance, the one from the point of view of mental development and culture, and the other from that of practical training for after life. These two subjects are English and Cookery. The comparatively unimportant place held by English in Division II. Classes will be dealt with at a later stage. But the reasons which determine the women and girls who attend Division II. Classes to prefer Dressmaking and Millinery to Cookery are worthy of attention. The reasons, and they are no doubt the true ones, given by H.M.I. Mr. Munro Fraser, are not complimentary to the students. After describing an ineffectual attempt at Port Glasgow to *combine* Dressmaking and Cookery, he says, "The former subject, *involving less exertion and being more immediately profitable, attracted most pupils, to the detriment of the Cookery Classes.*"

Again, H.M.I. Mr. J. C. Smith finds that, without underrating the value of the instruction given, it is the case that "the interest of at least some of the pupils in the work (Millinery and Dressmaking) is determined by its direct bearing on the particular task which they have in hand; when that is finished their interest in the class expires."

And in Lanarkshire the success of such classes "seemed to depend to some extent on social reasons, because enquiry elicited the fact that large numbers of the pupils had shared in similar instruction during former sessions, while others would seem to have had more than sufficient practice with the needle in their everyday employment."

* "The town of Magdeburg is so well satisfied with the results obtained that it has not hesitated to install its Continuation School in a special building where the courses are given most commonly from 4 to 7 o'clock twice weekly, *but never in the evening after the work of the day.*"—"Annuaire de l'Enseignement Primaire, 1906," page 533.

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In fact, the classes for women in Dressmaking and Millinery are pleasant places to spend an evening in, but it seems to me very doubtful indeed whether the expense which they involve can be justified on the ground of any educational benefits they confer.

Cookery is on an entirely different plane; it requires manual skill of a high order for perfect success in its practical exercise; it cultivates qualities of patience and careful observation, and, above all, its importance in relation to the domestic life of the people, and to the health and happiness of their children, cannot be over-rated.

Miss Crawford's report, given below (Appendix I.), indicates good reasons why Laundry Work should not be a popular Continuation subject, but these do not, of course, apply to Cookery, except that "pupils employed in shop or factory" may be too tired to give attention even to a Cookery lesson, and this is an evil which it may not be possible easily to remedy.

Commercial Subjects.

The strictly commercial subjects of Shorthand, Bookkeeping, and Typewriting supply a certain amount of training, and involve the acquirement of real knowledge; they are, besides, a means not only of advancing the wage-earning powers of the students, but also of promoting the commercial welfare of the community by training expert clerks. Hence their existence is amply justified and their continued prosperity desirable. They should, however, be conjoined in a commercial course—a subject which is dealt with below—and they should be founded on what H.M.I. Mr. Munro Fraser calls "the bedrock of English and Arithmetic."

Place of English in Commercial Classes.

II. (*b*) For school authorities and employers of labour it would be superfluous to point out the obvious connection of the last-named subject (Arithmetic) with Bookkeeping, and of the first (English) with Shorthand and Typewriting, but it may not be superfluous to ask them to see that this connection is impressed on the minds of the students.

There does not appear to be any change for the better in the attitude of the majority of Continuation Class students in the Second Division to the study of English. Mr. J. C. Smith reports:—

"It is a matter of regret that so few of these Division II. students continue the study of English."

Mr. Munro Fraser speaks of "the advisability of including English in Commercial courses."

"The subject in its literary aspect," he says, "may not be directly 'useful' to persons following a particular business or occupation;" but, as Mr. George Murray, Sub-Inspector, remarks, "*It seems unreasonable to say that the intellectual development of the individual is not a monetary asset apart from any immediate financial gain.*"

From Mr. D. Johnston's report on Ayrshire schools, it appears that of the 20 centres visited by him, English (Division II.) was taken at only one—West Kilbride; and Mr. Leishman's report on the classes in District No. 10 expresses "regret that the study

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of English is not more frequently included in Division II. schemes."

Perhaps, if English studied "*with a direct view to its use in business*" were included under Head C. of Art. 14, it might make some progress in the direction of obtaining its proper place in the Continuation Class curriculum, but it ought to be studied, even by commercial students, in its literary aspect with a view to that intellectual development which is, as Mr. Murray very justly remarks, "a monetary asset" of no little value.

English in Rural Continuation Schools.

In rural districts the study of English at the Division II. stage would be beneficial from another point of view. In the report on District No. 10, already referred to, courses in rural occupations are suggested. These would be excellent if the Boards would face the expense, and if expert teachers, who could give practical instruction, could be readily found. But, as things are, there are great difficulties in the way. Yet the rural Continuation school ought to remedy that vacancy of mind and lack of intellectual interests which cause so large a part of the monotony of country life. This monotony, again, is said to be one of the causes of the constant migration of the rural population to the towns.

The vigorous and stimulative teaching of English is a possible remedy. Reading circles such as we have in certain Glasgow schools might be formed—home reading and essays, a class magazine, class discussions and debates, etc., would greatly tend to lighten the tedium of the long winter evenings, and would, on a higher intellectual plane, take the place of the story-telling round the fireside which was once so common a feature of country life.

"Single Subject" teaching.

II. (*c*) There is probably little change in the number of students who enrol for a "single subject" such as Shorthand or Bookkeeping, though the only specific statement on this point comes from the report on the Renfrew and Argyll district. Here "single-subject" teaching predominates in the Commercial classes, but it is gratifying, on the other hand, to learn that an attempt to induce scholars to take up consistent and tolerably comprehensive groups of subjects has been "fairly successful."

Commercial Courses.

In Division III. the Dumfries Commercial Course, referred to last year, continues to prosper, and although the course projected at Paisley is still only in the region of hopeful plans, it is a distinct sign of progress to find that "Commercial Courses *extending over three years* have been taught with very good results at Grahamston, Barrhead, and at Mearns Street School, Greenock."

The following quotation from H.M.I. Mr. J. C. Smith's report raises a very important question and makes a valuable suggestion in connection with these commercial classes:—

An Alternative to a General Commercial Course.

"Bookkeeping and Shorthand continue to be very popular with both sexes, but the organisation of these subjects is not such as to warrant recognition under Division III. An exhaustive examination of this point led me to the conclusion that it would be inexpedient to try to force anything of the nature of a General Commercial Course on those students; that, in fact, the diversity of their aims and pursuits is so great as to make a Common Commercial Curriculum impracticable, and that advance is to

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be looked for rather *in fostering well-graded courses extending over several years in definite branches of Commercial life such as Banking and Accountancy.* In proof of this I would point to the very successful classes in these subjects conducted at Whitehill and Provanside centres. 'The vigilance of the Board has reduced the number of attenuated and unprofitable classes in Commercial subjects, but further centralisation is still possible."

Relation between Commercial Continuation Classes and Central Institution.

Mr. Smith also refers to the relations between the Board's Commercial classes and the work of the Central Institution (The Athenæum Commercial College), a subject which he rightly regards as "a vital question," and which will be dealt with in its own place.

It is no doubt true that the students of these classes have diverse aims and pursuits, and that this is a difficulty in the way of the formation of a Commercial Curriculum, but they attend these classes with at least one common aim, namely, the improvement of their money-earning capacity. Now, even from this point of view—not to mention the purely educational advantages of the "course" system,—it would be well if each of the Commercial subjects were linked to a series of appropriate lessons in English or Arithmetic or both.

English, Shorthand and Typewriting, English, Arithmetic and Bookkeeping, or English, Shorthand and Bookkeeping (including Commercial Arithmetic)	These lessons in English and Arithmetic might easily be made to have special reference to the Commercial subject dealt with in the rest of the course.

Even the plan of pairing subjects such as English and Shorthand, English and Typewriting, Arithmetic and Bookkeeping, is better than that of giving instruction in single subjects. On the other hand, the large centres have facilities for the teaching of the courses Mr. Smith mentions, and the work of such courses is certain to be of benefit to the students and to the community.

Division IV.

The classes in Division IV. are generally popular where they have been established, but they do not bulk largely in the Continuation work of the Division. Their most important sphere is undoubtedly that of Physical Training, but in this the Continuation school has its own peculiar difficulties. If the students have spent the day in sedentary occupations, they may be quite fit for a Physical Training class in the evening, and it may be of benefit to them, but such students are only a section of those who attend Continuation schools, and for those who have spent the day in hard manual labour, or even for those who have spent it standing behind a counter, the strain of a gymnastic class might be too severe. Consequently it is well that subjects which give a certain amount of training of hand, eye, or voice, without fatigue of body, should, as appears to be the case, continue to be well attended and efficiently taught.

Summary of District Reports.

In the course of the foregoing remarks nearly all the subjects dealt with by H.M. Inspectors in their reports on the Continuation work of their Districts have been touched upon. H.M.I., Mr. Young, who, as in previous years, has had charge of the Scientific and Technical Classes under Division III., sends a valuable report

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which is given in full. This is followed by a note on the work of the Central Institutions under Art. 87. The Inspectress of Household Work (Miss Crawford) reports on the Cookery, Laundry, and Household Management Classes, and her report is given as an appendix.

It only remains to give in the form of a very brief summary for each district the topics remarked upon by the various Inspectors, and not already dealt with.

GLASGOW DISTRICT No. 7 (MR. J. C. SMITH).

There is an increase in the number of Division II. classes owing to the causes already mentioned which have lessened the number of Division I. classes.

Steady improvement in the teaching of Languages is noted; this is specially true of the oral side of language teaching, and particularly in the case of French. The superior work done in Languages in the Glasgow High School centre is again noticed with approval.

LANARKSHIRE DISTRICT No. 3 (MR. HARVEY).

The work shows greatest vitality in the Division II. classes Division IV. is not a prominent feature of the Continuation system here, and in Div. I. the Girls' classes are badly attended. It is suggested that where this is the case the girls should attend a "mixed" class.

AYRSHIRE DISTRICT No. 9 (MR. LOBBAN).

The work in the Kilmarnock centre is well organised and is co-ordinated with the advanced classes in the Academy and in the (Glasgow) School of Art. The relation between "exemption" and continuation work is dealt with in the general report on the day school work, but it is to be noted here that in certain districts in Ayrshire, *e.g.*, Darvel, although there are exempted pupils, none of them attend the Continuation Classes; in other cases nearly all the Division I. students are "exempted" day school pupils.

DUMFRIES DISTRICT No. 10 (DR. A. D. THOMSON).

There is a decrease in the number of centres from 27 to 24.

Division I. Classes were held at 14 centres, Division II. at 16, Division III. at 1, and Division IV. at 2. In this district it is only in the towns of Dumfries, Annan, Dalbeattie, Maxwelltown, Newton Stewart, and Stranraer that the Continuation system can be said as yet to have become an integral part of the educational machinery.

GOVAN AND DUMBARTON No. 11.

Continuation work under the Govan Parish School Board is carried on with the efficiency and success of former years.

The need for Division I. classes throughout the District still exists, but year by year the number of pupils in this Division is steadily decreasing, while those in the higher divisions are as steadily on the increase. This is particularly the case in

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Clydebank, Dumbarton, Alexandria, and Helensburgh, where the population is greatest, but for the other parts of the County of Dumbarton the statement also holds true, though to a less extent.

A gratifying feature of the instruction is the improvement in the attainments of the pupils now attending the lowest Division compared with what was found a few years ago. In fact, it is no uncommon thing to find pupils in this Division who, by attainments, might be enrolled under Division II., but who otherwise lack the requirements presented by the code for admission to this Division. While the teachers and managers know that such cases may be enrolled and taught under Division II., though qualifying only for Division I. grant, there is often a disinclination to admit them, especially if the Division II. class is fairly large already.

The newer conditions under which English is now being taught have tended to broaden the outlook of the pupils, and to create a taste for Reading, which was formerly very much lacking. It is gratifying to record the readiness and heartiness with which the School Board have supplied a liberal store of good reading for the use of the pupils. Many of the students have, during the current session, read from four to six standard works.

The attendance at the Division I. classes is fairly regular as a rule. Formerly the tendency was for the numbers to decrease towards the end of the session, but the granting of prizes and certificates at the end of the session has done much to prevent this.

RENFREW AND ARGYLL DISTRICT No. 12.

(Mr. D. Munro Fraser.)

In this District there are 61 centres, 44 being in Renfrew and 17 in Argyll. Two new centres have been opened in Tiree.

The important question of the relation of employers of labour to the Continuation Classes in Division II. is dealt with.

In the larger centres an increasing interest is shown by managers in the classes in this Division. In regard to this point Mr. Burdon, Sub-Inspector, has the following remark:—

"Noteworthy examples of employers showing an interest in the work of Continuation Classes are found in Paisley, and it is earnestly hoped that their example will be followed both there and in other places. In the East School some 90 of the students were employed by Messrs. Clark and Co. This firm pays fees and supplies books on condition that the pupils make 75 per cent. of the possible attendances and do satisfactory work. Three reports are sent in during the session to the firm by the teacher, and it is generally understood that promotion to a certain extent depends on the quality of the work done at these classes."

A similar system prevails at Carbrook Street School and at Nether Craigs School, near Paisley.

In the "general remarks" with which Mr. Munro Fraser concludes his report, reference is made to the teaching of Household Management. Such a course "corresponding generally to that of the day school has not yet been attempted in Continuation Classes." So far as Laundry Work is concerned,

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some of the reasons for this will be found in Miss Crawford's report; but Mr. Fraser goes on to make a suggestion which might with advantage be adopted. He would establish a Household Course for young housewives, to include certain parts of Laundry Work, *e.g.*, "Starching and Ironing," and most important of all, "lessons in the rearing and training of children, in regard to which, from all accounts, an appalling amount of ignorance prevails."

CONTINUATION CLASSES—SESSION 1905–6.

Science and Art (H.M.I. Mr. F. W. Young).

General Progress.

In the Western Division a steady advance continues to be made in the correlation of technical studies in evening classes. Eight new centres have put forward courses of graduated instruction in Science and Art for recognition under Division III. With the 38 detailed in last report this makes a total of 46 schools in which Division III. work is being done. They are distributed among the counties as follows:—

Ayr.	Dumbarton	Dumfries.	Renfrew.	Lanark.		
				County.	Glasgow.	Govan.
7	2	2	6	9	13	7

Science.

The "Course" System.

What has come to be known as the "course system" of instruction may now be said to prevail at all our principal industrial centres. The system is simply a wider interpretation of what constitutes a subject. Mechanical Engineering, for example, is now viewed as a whole, and is no longer taught in the fragmentary fashion of a few years ago, when its different branches were offered indiscriminately and without coherence, apprentice lads being allowed to enter classes in Machine Construction, Applied Mechanics or Steam, at random and without regard to their fitness for the work by preparatory or correlated instruction in Practical Geometry and other branches of Mathematics. This was accountable for the large falling off in attendance in more advanced stages of study. In this respect a steady improvement is in course of being effected. However Continuation Class teachers may at present differ regarding the desirability of centralising the higher instruction in technical subjects, there is now very general agreement among them as to the educational advantages of the "course system" and of the success which has attended its introduction in face of much misunderstanding and misrepresentation. The following schools in which the courses of instruction have been systematized for more than two sessions, afford interesting attendance statistics taken from the returns made in each year to the Department:—

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GLASGOW AND DISTRICT.

Centre.	Course.	1905.		1906.		
		1st Yr.	2nd and 3rd Yrs.	Prelim Course	1st Yr.	2nd Yr.
Abbotsford P. School -	Engineering -	–	—	22	20	18
Crookston Street do. - -	do. -	58	21	–	54	15
Do. do. - -	Building -	9	—	–	15	15
High Street do. - -	do. -	73	—	–	50	28
John do. do. - -	Engineering -	96	57	78	60	18
Do. do. - -	Building -	37	16	32	21	16
Kent Road do. - -	Engineering -	80	33	–	75	40
Napiershall do. - -	do. -	27	13	–	72	21
Do. do. - -	Building -	20	18	84	36	14
Petershill * do. - -	Engineering -	54	41	69	52	30
Provanside do. - -	do. -	26	10	–	33	21
Do. do. - -	Building -	20	6	32	21	8
Whitehill† do. - -	Engineering -	26	43	23	51	21
Do. do. - -	Building -	20	24	–	31	17
Bellahouston Academy -	Engineering -	32	54	–	60	47
Do. do. -	Building -	17	17	43	24	13
Fairfield P. School - -	Engineering -	26	7	25	20	13
Hamilton Crescent School-	do. -	37	21	–	68	21
Do. do. -	Building -	34	7	21	31	6
Do. do. -	Naval Architecture	30	9	–	32	10
Hillhead do. -	Engineering -	72	48	–	57	39
Do. do. -	Building -	33	13	65	31	11
Maryhill do. -	Engineering -	12	13	20	12	16
Do. do. -	Building -	5	4	12	10	8

* 40 students took Preliminary Mathematics in 1905.

† 14 „ „ „ „ „

RENFREW.

Greenock Technical School, including correlated centres, Belville Place Continuation Classes, and Highlanders' Academy Continuation Classes.

Course.	1904.					1905.					1906.				
	Years.					Years.					Years.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Engineering - -	65	51	48	15	6	130	130	29	15	3	161	165	66	16	
Naval Architecture	20	10	5	4	–	22	18	6	6	–	10	14	6	5	–
Building - -	24	15	4	–	–	27	18	10	–	–	39	12	12	2	–
Chemistry - -	15	10	4	..	–	15	11	4	1	–	7	14	5	3	–
Painting and Decorating -	–	–	–		–	21	18	–	–	–	6	16	–	–	–
Plumbing - -	–	–	-		–	21	5	5	–	–	16	9	3	4	–

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PAISLEY TECHNICAL SCHOOL.

Course.	1904.					1905.					1906.				
	Years.					Years.					Years.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Engineering - -	78	53	27	8	–	60	56	46	6	–	69	63	46	14	–
Naval Architecture	5	–	8	4	–	6	8	8	1	–	12	1	2	2	–
Building - -	37	12	11	3	–	30	14	6	4	–	44	15	5	6	3
Chemistry - -	7	3	1	4	–	8	6	2	–	7	23	11	8	2	4
Textile Machinery	6	–	–	–	–	11	5	–	–	–	11	9	2	–	–

PAISLEY CAMPHILL CONTINUATION CLASSES.

Preparatory to 3rd and subsequent years' studies at Paisley Technical School.

Engineering - -	–	–	–	–		98	25	–	–	–	107	40	–	–	–

LANARK.

COATBRIDGE TECHNICAL SCHOOL.

Course.	1904.					1905.					1906.				
	Years.					Years.					Years.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Engineering - -	89	39	25	9	–	80	53	31	15	–	85	76	35	25	–
Building - -	21	18	7	–	–	17	9	6	–	–	20	10	12	–	–
Mining - -	39	50	30	12	–	40	30	50	14	–	29	38	41	24	8
Iron and Steel Manufacture -	–	–	–	–	–	12	13	3	–	–	20	12	7	–	–
Plumbing - -	–	–	–	–	–	13	–	–	–	–	12	4	–	–	–

HAMILTON ACADEMY TECHNICAL SCHOOL.

Engineering - -	22	15	8	1	–	22	20	10	6	–	31	21	10	8	–
Building - -	16	8	5	–	–	17	8	1	1	–	19	6	5	9	–
Mining* - -	8	17	18	19	7	5	10	11	31	1	4	14	12	28	4
Painting and Decorating -	12	13	–	–	–	14	7	3	–	–	4	8	7	7	–
Plumbing - -	6	2	–	–	–	14	4	2	–	–	–	–	–	–	–

Augmentation of Joint Committee.

The fact that the Joint Committee of Glasgow and Govan Parish School Boards and the West of Scotland Technical College has during the year been augmented by the addition of representatives of the School Boards of Maryhill, Cathcart and Shettleston, and of the Govan Y.M.C.A., gives gratifying assurance of further co-ordination of educational work in Glasgow and its neighborhood.

Issue of Guide to Evening Classes.

The Committee have recently authorised the issue of a Guide to Evening Classes in Science and Technology, as desired by the Department. It gives the necessary direction to students as to the lines of systematic study in Engineering and Building subjects,

* The larger attendance in later years of this course is explained by the influx of students from other centres where early stages of the subject are studied.

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and provides a concise statement of the facilities for technical studies in Continuation Classes in the various Schools, leading up to the higher work of the Technical College. A chart has been framed showing clearly the courses of study which may, with most advantage, be followed by apprentice engineers and builders, (1) through a modified Course up to the Junior Certificate of the College, or (2) on the more extended lines of work in Mechanical, Electrical, Civil, or Mining Engineering, Naval Architecture and Building Construction, terminating in the Senior Certificate. For all such students there are in common the two years' courses in Engineering and Building subjects in Continuation Classes, and for those whose previous education does not enable them to enter at once upon one or other of the courses, Preparatory Classes have been provided in which the instruction includes a continuation of School Arithmetic, and the beginnings of Algebra and Practical Geometry, along with practical work in Measurements, etc.

At the end of a two years' course, or of the three years' work, should the preparatory course be taken, it is understood that all the students who qualify by attendance and progress will be put forward by their instructors for approval of the work they have done during the course, with a view to the award of a certificate recognised by the Department as terminating the Continuation Class studies and qualifying for admission to more advanced classes within the Technical College.

The amended schemes which appear in the Guide for two years' courses in Engineering and Building Construction have been drawn up with full consideration of all the circumstances. They make no excessive demand upon either the time or the capabilities of apprentices employed during the day, so that any lad of average intelligence should, with ordinary diligence, have little difficulty in reaching the standard of attainment required. Hitherto the number put forward has been somewhat disappointing. In Engineering only 15 per cent. of the total number of students in the second and third years of the course were considered sufficiently well qualified at the end of last session. In Building Construction only 21 per cent. obtained certificates; while from most of the schools the proportion of students presented by the teachers was lower than might reasonably have been expected. The general percentages stated would have been higher, had it not been the case that, from two or three of the schools, no candidates at all were presented. The reasons for this will be made the subject of careful investigation.

Issue of Certificates Disappointing Results.

A gratifying feature is the very large proportion of those who, receiving these certificates, have presented themselves for enrolment at the Technical College this session. This promotion ought to become more and more the desire of technical students, and it should be encouraged in every way by the teachers. All should realise the splendid facilities which have been provided at great cost for advanced technical work of all kinds within the Technical College. Many Continuation Class students appear not to be aware of the very substantial provision which has been made for their further instruction. An observational visit by the

Enrolment in Technical College.

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senior students to the laboratories of the College, arranged and conducted by the principal teacher, say during the Christmas holidays, might act as an incentive to many of them, and could not fail to arouse interest in all. In any case, in future sessions the proportion of students who qualify by attendance and progress to enter the classes at the Central Institution, will be taken as an important factor in estimating the value and success of the instruction given at the Continuation Classes which they have attended.

The higher fees, for laboratory classes in particular, at the Technical College, may, in a number of cases, deter students from passing on there from Continuation Classes, where the fees are merely nominal; but this should be met by some satisfactory re-adjustment of moneys available for educational purposes under the Glasgow Endowments Board, so as to provide a sufficient number of suitable bursaries for lads who have reached the standard of attainment in Continuation Classes required for entrance into the Technical College.

Organiser of Technical Work.

Mr. Galbraith, who last year was appointed organiser of technical work in Continuation Classes by the Joint Committee, has brought to his onerous and delicate duties much discretion and tact, as well as an intimate practical acquaintance with the work and the educational requirements of apprentice engineers and other craftsmen. Nothing has been wanting on his part to consummate the union between Schools and College. What success has attended the operations of last session has been, in the main, due to his active interest and zeal. In last year's Report reference was made to the want of sufficient practice being given in drawing from actual examples of machine parts and models of building details. Mr. Galbraith has already taken measures to remedy this by securing more liberal provision for the work in the Glasgow and Govan Classes. The more frequent use of actual parts for drawing operations will, in future, be more rigorously insisted upon throughout the Division. Teachers of Machine Drawing are prone to specialize with their students too early. Cases have again occurred in which elaborate copies of working drawings of engines, pumps, etc., have been made by students who were found unable to tackle a question involving the drawing of a comparatively simple section.

Solid Geometry

What has been well-called "foundation" work in Solid Geometry is to have more attention in future. It will be worked into the ordinary course of Machine Drawing, and thus afford a better grounding in principles upon which to subsequently build.

and other branches of Mathematics.

Mathematics becomes, year by year, more practical and serviceable, though, in some cases, the furnishing of students with a rational method of calculating is too long deferred. Practical Geometry is being disencumbered of many scholastic problems, and is now mainly taught in connection with its technical applications. An interesting feature of the work is the way in which students are now directed to construct for themselves paper models which show, in three dimensions, the lines and surfaces which, in Solid Geometry, are represented by a single plane,

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Mining.

At all the important mining towns in Ayrshire and Lanarkshire systematic courses of instruction in Mining subjects have been introduced, with remarkable success. Through the influence of the demands of the examination for the Mining Manager's Certificate, adherence to the main lines of the scheme approved three years ago is now very general. Last session the Ayrshire Technical Education Committee undertook the general management of Mining Classes within the area of the county, with a view to establishing a closer relationship between classes in outlying districts and large centres, such as Ayr and Kilmarnock. This has been satisfactorily carried out. The arrangement secures better provision for the experimental treatment of important branches of the subject of Mining, which in recent years had been almost entirely neglected. Local managers have been slow to recognise the need of a suitable supply of apparatus for practical illustration, and in more than one Lanarkshire school the materials in use have been found to be the property of the teacher.

Employers of Labour and Continuation Classes.

Recognition by employers of the attendance and work of their apprentices in Continuation Classes is not yet widespread; indeed, frequent complaints are made by teachers of serious interference with the attendance at classes, owing to the young lads working overtime. There are, however, marked exceptions in some districts, notably in Kilmarnock and Glasgow, where several employers not only pay fees of apprentices, but offer either a small bonus or give a slight increase in wages in cases where the attendance and progress are reported satisfactory. At the works of Messrs. Cochran & Co., Newbie, near Annan, the firm take the entire management of the technical studies of their apprentices. A three years' course in Practical Mathematics, Machine Construction, and Boilermaker's Practice, is being carried out with much success. Accommodation is provided for the classes within the works, where attendance is given by the students on two mornings per week. The teachers are members of the staff, well qualified by mathematical and engineering attainments for their duties. It is a rule of the firm that no apprentice is admitted to the works Drawing Office unless he has given attendance for two sessions previously, and in giving apprentice his "lines" or certificate of service, special mention is made of his work in the classes. This is a most exemplary lead to other employers, and well worthy of imitation throughout the country.

An exemplary lead.

Drawing.

Grading Classes.

By far the largest and most important part of the Art Work of the Continuation Classes in the Western Division is carried on in the area which is best described as Greater Glasgow. The arrangement for the grading of classes continues to yield excellent results, although closer relations between the classes in the School of Art and those under the School Boards of Govan Cathcart and Maryhill is very desirable. The number of students promoted to the School of Art from these schools has as yet been insignificant.

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Mr. Vaughan's Report.

Mr. Vaughan has recently shown in an instructive and interesting Report that the number of artizan students now in attendance at Evening Art Classes under the Glasgow Board, who are availing themselves of continuous course instruction therein, is on the increase. This is contrary to views currently assumed and stated. But, as prior to 1902 large numbers of teachers were enrolled in the ordinary Continuation Classes who are now well provided for in classes under Article 55 of the Regulations for the Training of Teachers, a reliable comparison cannot be instituted without deducting the attendance of teachers in the earlier years. This Mr. Vaughan has done, with the result above stated.

Promoting Continuation Students to School of Art

It should also be remembered that from 30 to 40 students in Drawing Classes under the Glasgow School Board are every year promoted on the merit of their work, for further studies at the School of Art. Their work in the Central Institution affords evidence that they are proving themselves highly satisfactory recruits. In few other areas within the Division is it possible to co-ordinate the work of the classes as has been done in the larger centres, owing, first to the small number of classes within easy distance of each other, and second to the smallness of the areas controlled by School Boards generally. In Ayr, however, the Art Classes in Russell Street school have been related to the Academy Classes, and in Hamilton, although no definite arrangement has been made by the Boards concerned, an understanding has been arrived at by the teachers of Drawing in the Burgh and Parish Continuation Classes, so that the work in the elementary stage has been brought into more intimate relation with the advanced classes in the Burgh Academy.

While the present session may witness a reduction in the number of classes and enrolments in Wood Carving and Art Needlework, the classes which are now being formed to meet the new requirements in Drawing and Design as part of the work are sure to yield more satisfactory results.

GENERAL.

Organisation. General Results.

In last year's Report it was remarked that progress in the organisation of Continuation Work might be looked for in regard to four points, viz :—The diminution of Division I. Classes, the extension and development of "Courses of Study" in Divisions II. and III., and the complete co-ordination of this work with that of the Central Institutions. There has been distinct progress, due to the greater elasticity of the regulations, in the first-named direction. There is no evidence of any such progress in the second direction, and Mr. Young's Report deals with the third. The work itself on present lines is efficiently done, but longer time than a year, and frequent re-statement of the relevant facts and arguments seem to be necessary to bring about the desired changes in regard to Courses of Study, and especially in connection with the relation of Commercial Classes and Courses to the Central Commercial College.

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CENTRAL INSTITUTIONS.

(ARTICLE 87.)

Appendices.

The reports of the Governors of the four Central Institutions under Article 87 of the Continuation Class Code are printed as appendices to this Report.

Since the organisation of the Continuation System is completed by these Institutions, it follows that all the lower stages of the work should be so organised as to lead up to, and fit in with the programmes of, the Central Institutions. These Institutions in their turn should be so organised as to prevent any overlapping of their work with the work of the Continuation Schools, with consequent waste of time and effort.

Organisation of Commercial College.

H.M.I. Mr. Young's Report shows how completely and successfully all this is being done on the side of scientific, technical, and art instruction. It cannot, however, be said that satisfactory progress on the same lines has, to any appreciable extent, been even attempted in the commercial subjects. The Governors of the Athenæum Commercial College have been working at this aspect of the subject, but I am unable as yet to report any results. Schemes have been drawn up and discussed, and it is due to one of the Governors to say that he has taken very great personal interest in the matter, extending so far as to visiting some of the leading commercial colleges on the Continent, but, up to the present, the schemes proposed exist only on paper.

Its advanced work.

The Commercial College does, in certain branches, attempt work of a considerably advanced type, *e.g.*—it has lectures on Mercantile Law, on Business Systems, Office and Factory Organisation, and Political Economy, but its Elementary Classes in Modern Languages, Shorthand, Book-keeping, and Typewriting cover the same ground as is fully dealt with by the ordinary Continuation Classes under the School Board of Glasgow and other Managers. Moreover, the efforts made during the past few years to formulate and carry out a commercial Course in the College have met with scarcely any success in the sense that only a very small fraction of the students take the course laid down for them.

Suggestions as to Completion of Organisation.

The instruction given in this Institution ought to be of a more concentrated, systematic, and advanced type. There ought to be an understanding between the School Board and the Governors of the College as to the arrangement of their respective fields of work. The College should, in short, hand over to the Managers of the Continuation Classes that portion of its present work which rightly belongs to those classes, and devote itself to its own special sphere—advanced instruction in Commercial Subjects. It should insist on the students taking full courses of study, and it should, by arrangement with the other Managers, see that its entrants have reached a proper standard of attainment to enable them to profit by really advanced instruction. If this should result, as at first it probably would, in a greatly diminished attendance at the Athenæum Classes, the

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real benefit to the students who remained would be proportionately greater. At present the classes exist largely for the benefit of young men and women who desire, quickly and cheaply, to improve their money-earning capacity, but the true aim of the students ought to be to acquire a sound commercial education —and that can be done neither quickly nor cheaply. The unfortunate position at present is that the meagre resources of the College seem to hamper the Governors in their efforts at organising systematic courses, the fees of the large number of pupils at the Elementary stages being an important factor in the financial stability of the Institution.

The Agricultural College in relation to Continuation Classes.

Apart from certain courses of lectures delivered by Lecturers of the College at one or two Centres, the Agricultural College can scarcely be said to stand in any organised relation to the Continuation Classes. If, however, it were found possible greatly to increase the number of rural Continuation Schools, and to institute in them classes connected with country occupations, the Agricultural College could do valuable service in connection with the training of teachers in the subjects required, as well as through the advanced instruction it would be prepared to give to pupils from the rural Continuation Schools, who, by previous study, would be able to profit by it.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. R. ANDREW.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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APPENDIX I.

Report on Cookery and Laundry Work (Miss Crawford).

Class Teaching.

During the past session, 18 centres in the Division were visited. The nature and extent of the work, though slightly varied in minor details in the different districts, correspond in most points. Class teaching has been more generally adopted by many of the teachers, and the improved attendance and general satisfaction to teachers and pupils resulting from it give a hopeful feeling for a wider adoption of this mode of conducting a cookery class. The interest of the class is sustained with less effort, the various modes of cookery are, as a rule, more readily grasped by the pupils, less expenditure is incurred, and stove accommodation is more adaptable.

Afternoon Classes in Glasgow.

The afternoon classes carried on by Glasgow School Board were well attended in many parts of the city. The women were interested, and the spirit of emulation evident in many of the classes added to the general efficiency of the work.

Successful and well-attended classes were carried on at West Kilbride, Ardrossan and Dumfries; also at Paisley and Rothesay.

Laundry Work.

This subject was in operation at only one of the centres visited. The nature of the work does not render it popular in Continuation Evening Classes. Laundry work, more than any of the other subjects of a domestic nature, is best done during the day. Pupils employed in shop or factory are too tired to stand the strain of it, and others who might be benefited by the instruction are rather discouraged in their efforts by the inevitably disappointing results of operations carried out in artificial light.

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GENERAL REPORT *for the year* 1906, *by* G. DUNN, ESQ., M.A., LL.D., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* NORTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to submit a report on the Continuation Classes in the Northern Division of Scotland, for the year 1905–1906.

As I have not had an opportunity of making myself personally acquainted with the condition of these classes, the materials for this report have been derived from the special reports supplied by my colleagues, to whom I desire to express my due sense of obligation.

The arrangements which obtain in the several districts, and the general character of the instruction, are as follow.

Aberdeen. There were 26 Continuation School centres in Aberdeenshire (exclusive of Aberdeen City), 11 in Kincardineshire, 3 in Orkney, and 4 in Shetland. The rural classes in Aberdeenshire were mainly confined to the Commercial Subjects in Division II. English is not a popular subject, the desire being to take purely utilitarian subjects, such as Shorthand, Book-keeping, and Commercial Arithmetic.

Kincardineshire. The work in Commercial Subjects is satisfactory. The Fordoun Division II. class deserves special praise.

Orkney. The inspection of the Continuation Classes was conducted by Rev. G. R. Murison, who reports very favourably on the quality of the work. Tomison's and Orphir Kirbister classes are singled out for particular commendation.

Shetland. The classes in Shetland were examined by Rev. J. Wilcock He reports that—

"At Bigton the tuition in Navigation, Seamanship, and Signalling deserves special mention."

Aberdeen City. Mr. Philip reports:—

"The opening of the Central School has allowed the Higher Commercial classes under the Code to be concentrated in one building . . . The various members of the staff who have been frequently visiting the different centres of instruction are unanimous in saying that the business details of enrolment, registration, etc., are capably looked after, that the teachers are conducting their classes in a thorough manner, and that the students, as a rule, are hard-working and earnest. The more elastic conditions of Art. 3 of the Code are of undoubted advantage."

A difficulty of classification is pointed out in such a subject as French. As Mr. Philip says:—

"A pupil with no previous Continuation Class teaching can only qualify for the grant in the second year by having obtained the Lower Grade Certificate in this subject. The pupil, however, with this qualification is much in advance of a pupil qualified by previous attendance in a first year's Continuation Class."

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He thinks it desirable that some of the Dressmaking classes should be visited by Miss Crawford:—

"As there is a suspicion that too much time is given to replenishing the wardrobe of individual pupils, and not enough to the proper teaching of the subject."

The efficiency of the Higher Technical Institute for Women is attested by Miss Crawford. The class for the Aberdeen Constabulary is conducted with marked success.

Mr. Muir's District.

In Mr. Muir's district Continuation Classes are confined to the four towns of Montrose, Arbroath, Brechin, and Kirriemuir. Attempts to include the rural districts have proved abortive. Mr. Muir regrets this, and says that—

"It would be pleasant to see a development of this work in Tannadice, Careston, Edzell, Lochlee, etc., where plough-lads might keep up their school attainments and acquire some knowledge of Mensuration and Land-Surveying, or even of Latin and French, as a sprinkling of lads did in the olden times. But all this is impracticable under new conditions .... The country bairns are left to a plentiful lack of intellectual and moral development. Hearing more than in days of slower communication of 'the dear, distracting town' they come in to increase its congestion."

In Montrose the classes (except those for Cookery, etc.,) have been put under the supervision of the Rector of the Academy. In Brechin and Kirriemuir a similar plan is followed. In Arbroath the arrangements are open to serious criticism, too many pupils being put into Division II. for Bookkeeping and Commercial Arithmetic without adequate preparatory training in Division I. Mr. Muir makes a remark of general applicability:—

"Too much of the Continuation class work is simply what should have been overtaken in the day school. Division I. should consist almost exclusively of 'exempts' and 'backwards.'"

He comments upon the "heavy, lumbering look" which pervades the ordinary evening classes, excepting, however, from this criticism the Science and Art classes, where a genuine interest in the subjects is displayed. He complains that the discipline is sometimes lax; whenever

"the master's attention is diverted for a minute there is an outburst of chatter,"

clearly indicating a lack of interest in the work. He thinks the remedy of dismissal or suspension might in such cases be usefully applied, together with a cancelling of the "deplorable rule" by which the whole or a great part of the fees are returned to scholars who have made a certain percentage of attendances.

Mr. Robertson's District.

Mr. Robertson comments upon the precarious existence of Continuation Classes in his district. Last session there were only three centres outside of the Burgh of Inverness. He finds it difficult to suggest any remedy, but thinks that—

"A system of popular lectures such as, I believe, is a part of the adult education in Denmark, might be tried, and I am sure that in the Hebrides the form of educative *ceilidh* would have beneficial results."

Mr. McKechnies District.

The Continuation classes in Mr. McKechnie's district had a successful session. Unfortunately there were no centres in West Ross. As it is difficult to complete twenty weeks between harvest and seed time, the session is sometimes limited to fifteen weeks.

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The attendance was good and highly creditable to the scholars who have often a long way to go in the dark and over muddy roads. An obstacle to success is the failure on the part of the teachers to discriminate between school work and subjects of instruction likely to attract young men and women. The town classes are greatly in need of stimulation. The work is often perfunctory, the teachers tired and listless, and employers do nothing to encourage attendance. The classes were for the most part under Division I.; but a dressmaking class was conducted at Mosstowie and Forres, and a cookery class at Findhorn and Elgin. Mr. McKechnie states that the spirit of the classes varies with the teachers. This is a fact which teachers themselves often forget, deeming it sufficient to provide instruction instead of fostering a desire for instruction by the choice of interesting materials and the spirited conduct of the class. According to the teacher's idiosyncrasy sometimes a "portentous silence and solemnity," sometimes a "general frankness and bonhomie" prevail. Great progress in Composition is observable, Arithmetic is generally practical, and Reading shows a cheering advance, both in fluency and in the choice of literature. Mr. McKechnie makes the useful suggestion that the school library should be made available for Continuation Classes.

Mr. Macdonald's District.

Mr. Macdonald states that the amount of Continuation School work in his district has been very small, there being only seven centres—under Divisions I. and II. at Fodderty (Ross), Lairg (Sutherland), and Wick; under Division II. at Castletown, Barrock and Aukengill in Caithness, and Clyne in Sutherland; and under Division IV. at Fodderty and Clyne. This represents a large decrease in the number of centres, viz., from fourteen to seven. The work done under Divisions I. and IV. did not reach a high level of attainment; but under Division II. the work was almost without exception thorough and successful. The smallness of the classes, only few of which comprised 20 scholars, had the compensating advantage of securing a greater amount of individual attention for the pupils. Mr. Macdonald says:—

"With the exception of Clyne, where Gaelic was the only subject studied, all the centres took up Commercial subjects. English formed part of the course at Pulteneytown Academy, Lairg, and Castletown, and good work was done, especially at Lairg, where a play of Shakespeare was studied with unusual success in view of the limited time available."

The value of the work at Pulteneytown Academy was very considerable, and the classes in Cookery and Ambulance Work were well attended and successfully conducted. Mr. Macdonald continues:—

"At Barrock courses in Agriculture and Book-keeping were attended by young men engaged in farming operations. The zeal shown by these students in acquiring a more scientific knowledge of the principles underlying their life work was quite commendable. Much of the success of these classes was due to the close personal interest taken in them by Sir John P. G. Sinclair, Bart., on whose estate the school stands. One would fain wish that his example were more generally followed in rural districts, as the encouragement thus given to both teachers and taught would prove most stimulating."

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The cause of the decline of Continuation Class work is not readily discoverable. Financial considerations may to some extent operate; general apathy, it is to be feared, is too prevalent; and the length of the normal session may be regarded as a contributing element. *Mr. Watties' District. Dundee.*

The elaborate arrangements made by the Dundee School Board may fitly serve as a conclusion to the several Reports. The scheme was adopted at the end of last session, and its aim was to place pupils in the classes corresponding to their attainments. The classes were divided into three sections, and I have found it convenient to present the details in a tabular form:—

—	Number of Schools.	Subjects of Instruction.	Number of Pupils.
Section I.	Preparatory Schools, for boys, 3, for girls, 2.	English, Arithmetic, Drawing (boys), Needlework (girls).	396
	Also: 1 Elementary Domestic School for girls, 3 Schools for mill-boys.		
Section II.	3 Preparatory Commercial Schools.	English, Arithmetic, History, Geography.	89
	Also: 3 Advanced Domestic Schools.	Cookery, Laundry-work, Dressmaking, Millinery.	518
Section III.	3 Central Commercial, Art, and Elementary Technical Schools.	English, Arithmetic, History, Geography, Shorthand and related subjects, French, German, Spanish, Latin.	854
		Drawing, Stencilling on Cloth, Leather-work Embroidery, Free-hand Sketching.	
		Arithmetic, Mensuration, Practical Mathematics, Geometry, Scale Drawing.	

A special class for Constables, numbering 20, has been conducted at Harris Academy, and a class for Physical Exercise at Lochee Liff Road School. Certificates entitling to promotion into the next section were issued under Sections I. and II.; in Section III. the Certificates of the London Chamber of Commerce have been aimed at. Standing apart from the above schools, which subserve higher educational requirements, are two schools attended by children under fourteen who have been exempted from attendance; but under the rigorous policy of the Board, the

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numbers on the roll of these schools are steadily decreasing Fees are charged at all the schools except the Exemption Schools, but the whole fee under Section I., and half the fee under Section II., are returned on condition of proper attendance, conduct, and progress.

This admirably arranged scheme of instruction is well worthy of being studied by School Boards similarly situated; it provides for the proper classification of pupils and for their advancement through successive stages without waste of time or futile repetition of the work. Even the Technical Course does not represent the final goal, because it is designed to prepare apprentice artisans for the Technical Institute. In a word, the Board are endeavouring to combine all the separate parts of the educational machinery into a coherent whole. It is certainly not the fault of the Board that a more extensive use is not made of the facilities provided; but the mere fact that such a scheme has been organised is itself an object-lesson to the community and is sure ultimately to elevate popular conceptions of educational requirements.

Extraneous agencies for the teaching of Cookery and other subjects exist in Dundee and have been subsidised and staffed by the Dundee Educational Trust. Those under the management of the Young Women's Christian Association have been recognised by the Department as meeting the needs of the west end of the City.

There is little activity outside Dundee. Six centres have been established, and the best classes were those at Broughty Ferry, Carnoustie, and Forfar.

Miss Crawford's report on the teaching of Cookery and Laundry in Continuation Classes is as follows:—

"Cookery is still one of the popular domestic subjects. During the past session the classes visited were found in good order, the pupils were enthusiastic, and the management, tone and discipline invariably satisfactory.

Elgin Girls' School. The day classes instituted at Elgin Girls' School were well attended by pupils from the town and neighbouring districts. The course of lessons was a consecutive one, and the pupils attended daily. The institution of such classes by other Boards is well worthy of consideration. They form an important link between day schools and evening classes, and afford good opportunity for pupils whom distance, health, time or other circumstances prevent from attending in the evening.

Inverness Technical School. "The classes held at Inverness Technical School were more popular than ever. An excellent attendance was maintained, the instruction was well-applied and useful, the pupils had ample opportunity for individual work, conditions which, in addition to the splendid organisation and management, go far towards securing an almost perfect attendance.

Findhorn. "The class held at Findhorn was taught on practical lines, and though carried on with the disadvantages of insufficient floor space and stove accommodation was found in excellent order and had completed a full and pleasing record of work.

Rothes. "Rothes class was well attended, but lacked good methods and satisfactory organisation.

Aberdeen. "Large Cookery Classes were again successfully carried on at Aberdeen Girls' High School. The work here is more advanced than is ordinarily found in evening classes, but the skilful management displayed in conducting this class calls for special comment.

Aberdeenshire. "In Aberdeen District the number of classes has increased. It has been found impossible, however, to visit more than a fraction of these, hence I have no knowledge of the work begun and since carried on at many new centres.

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"In Aberdeen City the teaching of Cookery is almost universal in elementary schools. Successful classes are also carried on at the Girls' High and Central Higher Grade Schools. A new class has been formed at the Cathedral St. Mary's R.C. School. Aberdeen City.

"Many of the smaller District Boards of the County have not yet risen to the necessity of making provision for this subject. The difficulty of securing a teacher on reasonable terms, combined with want of accommodation, is invariably the cause. In many cases the services of the trained staff teacher have been requisitioned with satisfactory results.

"In Kincardine District the chief centre is Stonehaven Mackie Academy, which is used for most of the pupils under the Board. Kincardine.

"Orkney and Shetland have not yet been visited. Orkney and Shetland.

"Caithness possesses a splendidly equipped centre at Wick Pulteney Academy. The work here gives so much satisfaction that regret is expressed that the classes are not taken advantage of by many more pupils. Caithness.

"In Ross-shire the chief classes are at Dingwall and Invergordon. The class-room of the former is not all that might be desired, but the teaching is of a very satisfactory nature. The work at Invergordon is still young, but with the recently erected class-room and suitable equipment much good work is anticipated. Ross-shire.

"In the County of Sutherland, so far as I am aware, there is no provision for teaching domestic subjects practically in any of its schools. Sutherland.

"The classes carried on in Dundee show much improvement, and are for the most part entrusted to capable and specially qualified instructors. The lessons are of great benefit to the pupils of these schools, many of whom are at an early age called upon to undertake the responsibilities of the home. Dundee.

"The splendid efforts put forth on behalf of half-time pupils are, from a utilitarian point of view, of far-reaching effect. The pupils, often tired and drowsy, are kept alert during demonstration lessons by the singing of a song or other exercise, and the sustained interest and the eagerness to follow each process of the work give sufficient proof of the teacher's success. It seems advisable indeed to dispense with demonstration lessons to these pupils and to devote every available hour to practice. The Cookery rooms attached to Constable and Caldrum Street Centres are very small and in consequence little use is made of the range, and too frequent and exclusive use of the gas stoves. The schemes of work are on the whole good, though in one or two cases too much prominence is given to dishes of the cake order and others similarly needless from a practical point of view. Good work is being done in this town in connection with many of the Voluntary Schools, several new classes having recently adopted this subject as part of the girls' course. Half-time Pupils.

"The newly reconstructed premises at Arbroath now give facilities for carrying on the work with more efficiency. An ordinary kitchen range has displaced the entire use of gas stoves, and the training in this more home-like form of cookery is calculated to be of much service to the girls in whatever circumstances they may afterwards be placed. Arbroath.

"The new range and other improvements at Montrose centre call for special commendation. Montrose.

"The fully and suitable equipped Cookery and Laundry class-rooms at Brechin merit special notice. Brechin.

"In the Forfarshire district, Dundee, Montrose and Brechin were the only centres visited. Dundee classes showed much improvement in the amount of material provided for practice. The numbers in attendance seemed less than in former years, which no doubt contributed to increased efficiency and a more liberal amount of individual effort on the part of the pupils. Montrose and Brechin classes were successfully conducted and were found in good order. Forfarshire District.

Laundry Work.

"Very few classes in this subject were seen during the session. The largest were those of Inverness and Elgin Technical Schools. The pupils of these centres were much interested in the work and produced results Laundry work.

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worthy of a training of much longer duration. The difficulty of getting the work of a lesson completed within the given time is a serious handicap to the success of a laundry class. Working under artificial light is likewise a drawback, and the nature of the work itself, involving as it does manual exertion and constant standing in a hot atmosphere, does not offer sufficient attractions to induce many pupils to undertake it."

Mr. Ewen's report on Technical Instruction in the full sense of the term is so precise, detailed, and closely reasoned that a summary or digest would only do it injustice, and I therefore beg to reproduce it in full:—

Technical work.

"Steady progress continues to be made in the technical work done under the Continuation Class Code in the division. Educational authorities are showing an increased sense of responsibility for this important part of their work, and both teachers and students are finding the value of improved methods of instruction. The gradual improvement in the standard of education in the day school is exercising a beneficial effect on continuation work, but there is still a serious leakage during the period between the end of day school life and the commencement of apprenticeship.

Improvement in standard of education.

Leakage.

"In some industrial centres earnest and successful endeavours are being made to cope with this, but until the larger question which it involves, namely, the effective co-ordination of primary and secondary with technical education, is comprehensively dealt with, this serious leakage will continue to be a disturbing factor in all continuation work. The necessity for having a sound general education as a basis for technical instruction of any description worthy of the name is imperative, and every endeavour should therefore be made to secure it. All pupils should be strongly advised to remain at the day school until at least a reasonable standard of elementary education has been reached, and to continue their studies at evening classes as soon as ever their day school period is over.

Co-ordination.

Necessity for sound general education.

Co-operation of employers.

"Here, again, the co-operation of employers of all kinds will be of the very greatest service, and, indeed, without this the desired end will hardly be obtainable. For, as long as a number of employers are willing to accept boys as apprentices or employees as soon as ever they are free from the obligation to attend school, and sometimes even before it, and are prepared to afford them employment without making any enquiry whatever regarding their educational attainments, a strong incentive is provided for many boys to leave the day school at the earliest possible date, and any direct stimulus to attend regularly and make the most of their opportunities while they are at school is sadly wanting.

Defects of apprenticeship system.

Attendance at Continuation Classes.

"When, in addition, the employer fails to take any interest in the boy's further education, and to afford reasonable opportunities and encouragement for his attending Continuation Classes suitable to his present or future needs, there is grave danger that at a later stage in the boy's career, when the need for some form of technical training becomes insistent, the ability to profit by it may have largely disappeared. He will probably find considerable difficulty in carrying out the simple arithmetical calculations connected with his work, and even in expressing his ideas with clearness, so that he may have to spend much valuable time in laborious efforts to recover the dropped threads of his elementary education. It is largely on account of such deficiencies that so many of the older students, while quite willing to take up what may be termed the trade classes relating to their industry, would fain omit entirely from their studies such other classes of the course as deal with calculation, curve-plotting, geometrical and other drawing, and all that goes to make up that indispensable training in underlying principles, without which technical instruction becomes meaningless and vain.

Training in underlying principles.

Classes for prospective apprentices.

"For boys who leave school at, or soon after, the minimum age, and intend to become technical apprentices at a later stage, it is extremely desirable that their education should be steadily continued without a break. Those who have made sound progress in the primary school and have successfully passed through a good Supplementary Course and

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obtained a Merit Certificate, or have been for two years in an intermediate school, should be able to enter on the first year of a technical or industrial course suited for their present or intended occupation. Certificate of Merit.

"A large number of primary day school pupils, however, never reach this standard, and for them special provision should be made, for it is here that the great leakage occurs. Ordinary classes under Division I. have been of some service, and under freer conditions recently introduced should be still more useful. There is, however, great need in many centres of industry for preparatory technical or industrial courses for apprentices or intending apprentices, solidly founded on the work of the primary school and having a distinctly industrial bearing, but still being sufficiently general in character to form a suitable introduction to technical instruction for the principal industries in the district. Preparatory technical courses.

"Such courses should make provision for instruction in:— Subjects of study.

(*a*) English, including the reading at home and in class of books dealing with different branches of industry or invention, and the study and description in concise and accurate language of simple industrial devices.

(*b*) Free drawing of actual objects—including representations and illustrative sketches of articles described in the English Composition lessons.

(*c*) Workshop arithmetic—including shortened methods of calculation and approximate working.

(*d*) Some form of Handicraft, preferably educational woodwork, allied with drawing to scale and solid geometry.

"Preparatory technical courses of this kind have already been instituted in connection with the Dundee system of Continuation Classes, where they are working very satisfactorily. Their inclusion in the continuation work of other industrial centres, by providing a definite and attainable starting point, should do much to encourage the younger students to continue their studies through the more advanced classes of the courses. They should also be of additional service in bridging over the gulf at present existing between the elementary work of Division I. and the first year of industrial and technical courses. In Dundee. Value of preparatory courses.

"In the case of boys intending to follow out engineering, architecture, commerce, or any other occupation where the power of concise and accurate expression is a matter of first importance, they should endeavour to continue their general education at an intermediate or secondary school until at least the standard of the Intermediate Certificate has been reached. Now that intermediate schools are being established in considerable numbers throughout the kingdom, with the Intermediate Certificate as the crown of their normal curriculum, this standard should not be difficult to reach in the near future. Apprentices with this qualification will be able to join the second year of a technical or other course, and so can carry their studies up to a considerable state of advancement before the completion of their apprenticeship. Intermediate certificate a stepping-stone. Advanced studies.

"At such industrial centres in the division as Inverness, Elgin, Peterhead, Fraserburgh, Huntly, Inverurie, Montrose, Arbroath, Brechin, Forfar, and Broughty Ferry, fairly complete and well correlated systems of Industrial Continuation Classes have been established and are working satisfactorily. In each of the first two of these centres, however, there are two independent authorities carrying on Continuation Classes, and in both cases a certain amount of overlapping, lack of correlation, and consequent loss of efficiency occurs. A consolidation of management in each case would be a distinct educational benefit. At all of these centres courses of experiments in the practical science laboratories form integral parts of the continuation work. The value of including some form of practical or experimental work as an integral part of the general work of each year of an industrial or technical course is now being generally acknowledged, and in a good many cases this is being provided for wherever suitable premises are available. Courses at industrial centres. Experimental work in technical courses.

"In a number of rural districts, notably in Kincardineshire, flourishing classes in woodwork, agriculture, surveying and other subjects suitable for the rural student, are being successfully carried on. These classes are Rural classes.

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Their value. proving of great service to the students by whom they are highly appreciated, as is evidenced by the phenomenally regular attendance. Every encouragement should be given by the authorities to classes of this nature.

Activity of central Institutions. "In the large industrial and commercial centres of Aberdeen and Dundee, where the two central Institutions in the Northern Division are situated, much enterprise and progress have been shown during the year in continuation classwork and technical education generally. Attention has been directed on former occasions to the serious congestion of classes in these two institutions, and the deplorable lack of experimental work in their technical courses, mainly for want of suitable accommodation. Strenuous endeavours are now being made by the authorities in both centres to remedy these somewhat serious defects by the erection of entirely new premises sufficiently extensive for the needs of the communities concerned, and suitably furnished and equipped for practical work in all the necessary branches of industrial and technical education.

Congestion. Lack of experimental work. New premises desirable.

Technical College for Aberdeen. "In Aberdeen a large and influential Committee has been formed for the purpose of establishing and carrying on a really efficient technical college for Aberdeen and the whole of the North of Scotland. In furtherance of this scheme, an interesting and valuable report dealing exhaustively with the whole question has been drawn up for the Committee by Mr. Stewart, Headmaster of Robert Gordon's College, and submitted along with a comprehensive and well-arranged series of plans, designed and drawn up by Mr. Allan, Architect to the Aberdeen School Board, providing ample accommodation in spacious workshops, laboratories, and class-rooms, for all the subjects of the proposed curricula for day and evening classes. Such an institution is now urgently required in Aberdeen, and it is hoped that arrangements will be made for its erection at an early date.

Report.

School of Navigation. "The inclusion in the general scheme of a Fisheries Institute and School of Navigation to be erected in the vicinity of Aberdeen Docks, is an eminently sound proposal, and should do much to put this important branch of education in the North of Scotland on a satisfactory footing and to solve a problem of national importance which is daily becoming more urgent.

New Technical Institute in Dundee. "In Dundee, too, matters are progressing rapidly, and the Committee of the Technical Institute there has now in hand the erection and equipment of large and commodious buildings containing a full complement of workshops, studios, class-rooms, and laboratories, suitably furnished and fitted up for purposes of technical instruction in the various industries, crafts and employments in Dundee and the surrounding districts. A suitable site of considerable area has been secured in a much more central and convenient situation than the present Institute, and it is confidently hoped that the proposed new central Institution will be proceeded with at the earliest possible moment.

Site.

"The need for a new Technical Institute in Dundee is a very pressing one, the present buildings being totally inadequate to meet the growing demands for rational technical instruction. Much has already been done to relieve the congestion by the arrangement come to last year with the Dundee School Board, whereby the greater part of the more elementary work formerly done in the Technical Institute is now transferred to the continuation classes under the School Board, thus freeing the Institute to fulfil more fully its proper function of providing the more advanced instruction which only a Central Institution can adequately supply. A still closer correlation is desirable between the two authorities whose spheres of influence are clearly enough defined. The publication of a joint syllabus, showing clearly the unity of the whole system of technical and industrial education in the district, and a strong measure of concerted support from the various employers in town, would do yeoman service in the cause of technical education and industrial progress in Dundee and its neighbourhood."

Correlation with School Board Classes

Function of a Central Institution.

Perhaps it may not be amiss to add one or two observations suggested by my own personal experience. There can, in the first place, be little doubt that the more distinctly utilitarian subjects, that is, those which have a direct bearing upon the future occupations of the pupils such as Book-keeping, Shorthand,

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Science and Art Subjects, &c., are highly appreciated, and are taught with conspicuous success. The pupils, also, coming to these classes with definite practical aims, are earnest, attentive, and industrious. This favourable verdict applies to the distinctively feminine subjects, such as Cookery and Dressmaking. As already indicated, however, there is sometimes a danger of teaching Dressmaking more with reference to the immediate personal requirements of the pupils than to the general principles of the subject. As regards Cookery also, one sometimes sees middle-aged ladies, in good circumstances, availing themselves of the instruction given, or sending their domestic servants to the class; occasionally, no doubt, from a kindly personal interest in the future welfare of their servants; but perhaps more frequently to relieve themselves of the trouble of training these young women or of making them more efficient in the domestic sphere.

As regards those subjects which are not of a technical character, such as English, Elementary Arithmetic, Geography, &c., there is, in my opinion, a tendency to make the Continuation Class a mere replica of the day school in such subjects. This tendency is no doubt encouraged by the serious leakage of knowledge and loss of expertness, which so generally result from the cessation of attendance at school; but young lads and young women naturally find it humiliating to be reduced once more to the condition of school children; they have become more self-conscious, their ignorance or blundering wounds their self-esteem, and they are little likely to be attracted by a course of teaching which presents no novel features. It is precisely those most accessible to such impressions whom we desire to take advantage of the Continuation Class; and a judicious teacher will endeavour to adapt the character of the instruction to such pupils. In English, for example, interesting reading-matter will be chosen; the teacher will himself frequently read passages aloud in a lively and expressive way, will make appropriate comments, supply necessary explanations, and so inspire his pupils with a love of reading, and an appreciation of good literature. Such a result can quite well be achieved without expecting or requiring the pupils to be "word-perfect" in their reading, just as a student of French or German may understand a passage, and be conscious of its beauty, even though here and there an unfamiliar word may not yield to his mind its full meaning or suggestiveness. In most cases the teaching of Arithmetic in the Continuation Class is practical, and deals with concrete applications in themselves both useful and interesting; but one sometimes sees on the blackboard clots of vulgar fractions proposed for solution, or questions in compound proportion involving relations and conceptions totally alien to ordinary human experience. Mental Arithmetic also does not receive the requisite amount of attention. In the teaching of Geography we have generally the same dreary round of map-study; and even in commercial Geography the enumeration of natural products is rarely combined with pictorial representations of these products in their uncommercial form, or with the physiographical conditions involved in their provenance and

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growth. Why should not Geography in the Continuation Class be largely taught by means of the magic lantern? The expense would not be serious, and such a method would invest the subject with an attraction which would have a most favourable effect upon the influx of pupils. In the more technical group of subjects special difficulty attends the teaching of Commercial Correspondence in French or German. It is not unfrequently found that the pupils have so meagre a knowledge of grammar that they are unable to express correctly details or operations which deviate to some extent from the *clichés* which they have acquired; and probably this subject is most likely to be profitably taught in stages, except in cases where the pupils already possess a good grammatical knowledge of the language in question. The success of the "utilitarian" subjects is, without a doubt, a matter for profound satisfaction, as affecting the welfare and efficiency of the future clerk or artisan; but one would like to see developed to a much larger extent the disinterested love of knowledge and the desire for mental improvement for which there is ample scope in the Code. Man does not live by bread alone, and the cultivation of the moral and æsthetic feelings need not be excluded from the Continuation School. In this connection the teaching of Singing may be mentioned. When it is taught—and the cases are unfortunately few—the refining influence which it imparts and the enthusiasm which it excites have been cheeringly manifest.

Some concluding remarks fall to be made regarding the work done by Central Institutions in connection with Science and Art classes.

1. Gordon's College and Gray's School of Art, Aberdeen.

In this institution both Day and Evening classes are held. In terms of the agreement made in June, 1903, Elementary classes in Commerce, Science, and Art are provided for in the Board Schools; Intermediate classes are conducted in Gordon's College, the High School for Girls and the new Higher Grade School, for all of which the School Board has undertaken responsibility; while the Governors of Gordon's College, as managers of the Central Institution, are responsible for the advanced stages of Literature, Commerce, Science, and Art. The Evening classes fall into three well-defined groups: Commercial Courses, Industrial Courses, and courses in pure Art. During last session there have been 228 students in the first group, 577 in the second, and 167 in the third. In the Commercial Courses some improvements have been effected by a closer adaptation to mercantile requirements in the subjects of French and German, by an increase of the time given to Accounting, by a more effective subdivision of the Shorthand classes, and by the provision of instruction in Commercial Law by means of professorial lectures.

Commercial Courses.

Industrial Courses.

The Industrial Courses have suffered from the prevailing industrial depression, especially as regards the classes related to the building and allied trades. Nevertheless, there has been development in the subject of Building Construction, in the course for

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Civil Engineers, and in the teaching of Chemistry, with highly beneficial results. The success of the several courses in connection with this institution has given impetus to the demand for a Technical College in Aberdeen to meet the requirements in the North of Scotland. Such a College would provide the much-needed accommodation for Evening classes, particularly as regards laboratory practice and research. But while these external and material conditions will in all probability be ere long realised, the requisite arrangements for such a degree of preliminary educational attainments on the part of students as will enable them to profit by the advanced instruction contemplated will demand the organisation of appropriate instruction in the Day and Continuation Schools according to some well-graded scheme. I may refer, by way of illustration, to the arrangements made with this view by the Dundee School Board, and already explained in an earlier part of this Report.

Need for a Technical College.

2. Aberdeen and North of Scotland College of Agriculture.

The constitution, aims, and operations of this College have been fully stated in last year's blue-book, pp. 768–771, and it is only necessary to indicate the progress and development of the work in this important institution. As regards the Day classes which provide for instruction in all the practical details and theoretical principles of Agriculture, there were during last session 435 enrolments and 43 students, as compared with 131 enrolments and 34 students during the previous session. As a result, 6 students took the degree of B.Sc. (Agriculture), 2 students took the diploma in Agriculture, and 2 students passed the examination for the National Diploma in Agriculture. This year, for the first time since the establishment of the College, a month's course of practical instruction for those engaged in farming has been instituted. This course was attended by 125 students, and, as an indication of the interest they took in their work, they formed themselves into an association, termed, "The North of Scotland Agricultural College Students' Association." During the session an Evening class for Agricultural Chemistry was held two evenings a week, and was attended by 22 students. The extension lectures have numbered 822, as compared with 488 during the previous session, and these lectures were attended by 35,371 persons, as compared with 23,512 during the previous session. A very interesting development of the lectures and field demonstrations organised by the governors has been the inclusion of the Crofter districts within the sphere of operations. Practical demonstrations also in stock-judging, carried out by means of Saturday excursions to breeding establishments, have supplemented and given effect to the theoretical instruction imparted in the class-room. The College also exercises advisory functions, which are steadily embracing a wider range and are being increasingly appreciated.

Day Classes.

Farmers' Course.

Agricultural Chemistry.

Extension Lectures.

Stock-judging.

Advisory functions.

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3. Technical Institute, Dundee.

The students attending this institution number this session 1,021, or 17 more than in the former session. Nearly one-half of these students have taken engineering, one-fourth are engaged in building trades, 150 are from the jute mills, and the remainder consists of art students, druggists, naval architects, telegraphists, etc. There is a four years' course in Engineering, and 100 students have attended electrical classes, while 40 students have received instruction in the mechanical details of electrical installation; owing, however, to want of accommodation, no dynamos are in use. The courses for the building trade are somewhat general in their scope in consequence of the diversity of the trades represented, but after the first year the students are taught in groups for the greater specialisation of the instruction. Art is taught only in its applied forms, and there are no classes for painting or sculpture. The usefulness of this institution is greatly hampered by totally inadequate accommodation and an imperfect supply of apparatus for electrical engineering. It is hoped that these defects may soon be rectified, and if this were done, and the institution placed upon a proper basis of complete equipment, its importance and usefulness would be increased by its independent granting of diplomas to successful students.

Engineering Courses.

Courses for the Building Trades.

Lack of accommodation, etc.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

G. DUNN.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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CONTINUATION CLASSES.

SESSION 1905–1906.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading, spelling and composition; Arithmetic, and one or more of the following:—Drawing, History, Geography, Nature Knowledge: and for girls, Needlework, Cookery, Laundry Work.

DIVISION II.

Symbols used in Table 1 (page 774), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD A.		SUBHEAD B.	
English	e.	Latin	l.
Geography	g.		
History	h.		
Life and Duties of the Citizen	c.		
Literature	l.		
Political Economy	p.		
		SUBHEAD C.	
		Book-keeping	b.
		Business Procedure	p.
		Commercial Arithmetic	a.
		Commercial Correspondence	c.
SUBHEAD B.		Commercial French	f.
		Commercial Geography	g.
French	f.	Commercial German	gn.
Gaelic	ga.	Handwriting	w.
German	g.	Shorthand	s.
Greek	gr.	Typewriting	t.

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DIVISION II—*continued.*

Subject.	Symbol.
SUBHEAD D.	
Art	a.
Art (Pupil Teachers' Course)	a(*p.t.*)
SUBHEAD E.	
Algebra	a.
Dynamics or Mechanics	d.
Geometry	g.
Mathematics	m.
Mensuration	mn.
SUBHEAD F.	
Botany	b.
Chemistry	c.
Experimental Science	s.
Experimental Science (Pupil Teachers' Course)	s(*p.t.*)
Hygiene	h.
Magnetism and Electricity	m.
Metallurgy	me.
Nature Knowledge	n.
Physics	p.
Physiography	pg.
Physiology	pl.
Zoology	z.
SUBHEAD G (a).	
Mechanical Drawing	d.
Practical Geometry	g.
Practical Mathematics	m.
Technical Arithmetic	a.

Subject.	Symbol.
SUBHEAD G (b).	
Agriculture	ag.
Applied Mechanics	me.
Boilermaking	b.
Bookbinding	bb.
Brickwork and Masonry	br.
Building Construction	bc.
Electrical Industries	el.
Engineering	e.
Horticulture	h.
Machine Construction	mc.
Mining	mi.
Nautical Astronomy	as.
Naval Architecture	na.
Navigation	n.
Plumbing	p.
Shoemaking	sh.
Spinning	sp.
Statics	st.
Steam	s.
Surveying	su.
Typography	t.
Weaving	w.
SUBHEAD H.	
Ambulance	a.
Breadmaking	b.
Cardboard Modelling	cm.
Cookery	c.
Dressmaking	d.
Household or Domestic Economy	e.
Ironwork or Metalwork	i.
Laundrywork	l.
Millinery	m.
Needlework	n.
Sick Nursing	s.
Tailor Cutting	t.
Woodwork	w.

DIVISION III.

Course.	Symbol.
Art	a.
Commercial	c.
Domestic	d.
English	e.
Industrial	i.
Language	l.
Mathematical	m.
Science	s.

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DIVISION IV.

Subject.	Symbol.	Subject.	Symbol.
Elocution	e.	Physical Exercises	p.
Music	m.	Swimming	sw.
Photography	ph.	Woodcarving	wo.

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TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1905–6.

* Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	†Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.																		
Aberdeen (Burgh) S.B. ..	..	..	..	..	..	..	..	.. ..	.	..	6,047 4 1	6,489 16 9	442 12 8	4,535 8 1	..	..	..	1,511 16 0
Broomhill	49	63	..	..	..	..	112	H.c,d,m,n.										
Causewayend	87	178	..	..	..	..	265	H.c,d,m,n.										
Central	..	479	354	241	..	..	840	D.a (*p.t.*). F.s (*p.t.*)	c.									
Central Constabulary ..	26	21	..	..	..	..	47	A.e.g. C.a.										
Ferryhill	..	197	..	..	..	..	197	A.e. C.a,b,s. D.a. E.mn. G.a,g,m. H.w.										
Frederick Street	52	116	..	..	..	..	168	H.c,d,m,n.										
Gordon's College and Gray's School of Art	..	60	492	252	..	..	804	.. ..	i,s.									
Grammar School	..	547	..	..	..	60	547	A.e,p. B.f,g. C.a,b,c,s. D.a. E.a,mn. G.a,g,m. H.w.		p.								
High School for Girls ..	..	728	..	..	..	17	745	H.c,d,l,m,n,s.		m.								
King Street	..	229	..	..	..	40	229	A.e.C.a,b,s.D.a.E.mn.G.a,g,m. H.w.		p.								
Kittybrewster	..	127	..	..	..	..	127	A.e.C.a, b,s.D.a.E.mn.G.a,g,m. H.w.										
Rosemount	102	162	..	..	..	..	264	H.c,d,m,n.										
St. Paul Street	..	229	..	..	..	21	230	A.e.C.a,b,s.D.a.E.mn.G.a,g,m.H.w.		ph.								
Skene Square	68	73	..	..	..	..	136	H.c,d,m,n.										
Walker Road	54	82	..	..	..	..	136	H.d,m,n,w.										
Woodside	66	55	..	..	..	..	121	H.c,d,m,n.										
Navigation School	..	90	..	..	..	..	90	G.n.	..	..	377 18 5	550 10 5	121 0 0	281 13 10	200 0 0	..	7 17 2½	..
Aboyne and Glen Tanar S.B.	..	..	..	..	..	..	..	.. ..	..	..	16 14 9	16 14 9	..	10 2 3	..	..	..	6 12 6
Glen Tanar	..	23	..	..	..	..	23	C.a,b,w.										
Belhelvie S.B.	..	..	..	..	..	..	..	.. ..	..	..	14 16 6	16 1 6	1 5 0	4 12 3	..	..	..	10 3 10
Balmedie	10	..	..	..	..	..	10											
Clatt S.B.	..	..	..	..	..	..	..	.. ..	..	..	10 10 0	10 10 0	..	6 14 7	..	..	..	3 15 5
Clatt	..	14	..	..	..	..	14	C.a,c. E.mn.										

CRATHIE and BRAEMAR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	18	6	8	18	6	..	6	13	10	..	..	..	2	4	8
Braemar	..	61	..	..	..	..	61	H.a.																						
Braemar (Local Committee)	..	10	..	..	..	..	10	B.ga.						}	24	3	0	24	3	0	..	3	19	4	4	8	9	..	15	14	11	..	
Inverey „ „	..	16	..	..	..	..	16	B.ga.																						
DRUMBLADE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26	3	8	28	14	8	..	19	12	9	..	..	..	9	1	11
Drumblade	..	44	..	..	..	..	44	A.c,e. C.a,b,w. H.a.																						
DYCE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	0	0	21	0	0	..	11	16	11	5	0	0	..	..	9	3	1
Dyce Village	..	19	..	..	..	..	19	C.a,b,g.																						
ELLON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	88	18	3	125	9	2	11	7	6	44	4	7	41	19	10	..	..	27	17	3
Berefold	19	..	..	..	..	..	19																							
Drumwhindle	..	16	..	..	..	..	16	D.a, E.mn.																						
Ellon	..	63	..	..	..	..	63	C.a,b,c,s. D.a. G.bc. H.w.																						
FORGUE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	4	8	16	4	8	..	8	17	1	5	0	0	..	..	2	7	7
Largue	..	26	..	..	..	..	26	C.a,b.																						
FRASERBURGH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	148	5	2	200	1	1	45	1	6	89	12	6	32	0	0	..	..	33	7	1
Academy	..	19	..	..	..	..	19	G.bc,m,mc,s.																						
Dalrymple Café	..	26	..	..	..	..	26	D.a.																						
Fraserburgh	34	53	..	..	..	..	87	B.g. C.b,s. H.n.																						
GLENBUCKET S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	10	8	17	5	8	0	15	0	10	2	5	..	..	..	6	8	3
Glenbucket	24	19	..	..	..	..	43	G.a,g.																						
HUNTLY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	81	7	4	86	2	4	4	15	0	38	8	5	16	5	0	..	..	26	13	11
Gordon	..	68	..	..	..	..	68	A.e. C.a,b,s. D.a. G.a,m.																						
INSCH S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	8	4	46	8	4	..			15	5	0	..			..	..	31	8	4
Insch	..	47	..	..	..	..	47	C.a,b,c. H.c.																						
INVERURIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	230	5	0	289	5	0	9	0	0	204	3	5	50	0	0§	..	..	..	..	
Inverurie	..	122	24	15	10	..	171	C.a,b,s. G.bc,g. H.d.						i,m.																
KING EDWARD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	14	6	13	14	6	..			10	5	10	10	0	0	..	..	..	..	
Fishery	..	25	..	..	..	..	25	C.a,b. E.mn.																						
KININMONTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	8	4	11	8	4	.			5	3	3	..			..	..	6	5	1
Kininmonth	..	14	..	..	..	..	14	C.a,c,g,w.																						
LONMAY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	16	0	17	16	0	..			11	12	2	..			..	..	6	3	10
Lonmay	..	19	..	..	..	..	19	A.e. C.a.																						
NEW BYTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	4	0	13	4	0	..			9	18	0	..			..	..	3	6	0
Crudie	26	..	..	..	..	..	26																							

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Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*																		
Newhills S.B.	..	..	..	..	..	..	..	..	..	..	98 4 7	103 4 7	5 0 0	57 13 2	17 1 6	..	..	23 9 11
Bucksburn	50	87	..	..	..	19	138	C.b,c. H. d.	w.	m.								
Peterculter S.B.	..	..	..	..	..	..	..	..	..	..	188 2 10	218 4 5	19 6 4	109 1 11	46 10 0	..	..	43 6 2
Craigton	..	179	..	..	..	..	179	A.e. B.f. C.a,b,s. H.a,d,m,s.										
Cults	..	71	..	..	..	..	71	B.f.g. H.a,d,m,s.										
Peterhead (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	402 12 9	484 12 3	81 19 6	301 19 7	37 9 3	60 0 0	2 11 8*	0 12 3
Academy	25	199	30	28	..	23	300	A.e.g. C.a,b,c,s. D.a (*p.t.*). F.s (*p.t.*). G.bc,g,m,me. H.c,l.	a,c,i.	p.								
Strathdon S.B.	..	..	..	..	..	..	..	..	..	..	13 11 4	13 11 4	..	10 3 6	..	..	..	3 7 10
Corgarff	22	16	..	..	..	..	38	E.m.										
Strichen S.B.	..	..	..	..	..	..	..	..	..	..	18 9 10	20 19 10	2 10 0	4 16 3	5 0 0	..	..	8 13 7
Strichen	..	9	..	..	..	..	9	D.a.										
Turriff S.B.	..	..	..	..	..	..	..	..	..	..	47 5 3	54 5 3	7 0 0	21 11 7	8 0 0	..	..	17 13 8
Turriff	..	31	..	..	..	33	45	C.b,s. E.m. F.c.		p.								
ARGYLL.																		
Campbeltown (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	168 12 9	192 2 4	11 4 6	108 12 6	.	..	..	72 5 4
Grammar School	.	106	..	..	..	..	106	C.b,s. F.c,p. H.a,c,w										
Millknowe	55	..	..	..	..	..	55											
Campbeltown (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	58 6 4	63 9 1	5 2 9	27 15 2	13 10 0	..	9 9 8*	7 11 6
Drumlemble	7	12	..	..	..	..	19	A.e. C.a. D.a. E.m.										
Kilmichael	..	16	..	..	..	..	16	H.c.										
Peninver	..	15	..	..	..	..	15	H.c.										

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DUNOON AND KILMUN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	480	1	5	520	1	5	40	0	0	313	14	1	72	14	0	..	..	93	13	4
Grammar School	..	..	28	396	..	..	..	40	480	A.e. B.f,ga. C.a,b,s. D.a. F.h. G.bc. H.a,c,d,n.			m.																			
Sandbank	..	..	..	..	67	..	..	..	16	67	C.a,b,v. F.h. G.a,d. H.a,d,n.			p.																			
JURA S.B.	..	..	..	..	..	..	..	..	..	..	..	..	46	11	6	46	11	6	..			32	17	7	.			..	.	13	13	11
Knockrome	..	..	..	..	9	..	..	..	..	9	A.a. C.a.																					
Small Isles	..	..	..	..	7	..	..	..	..	7	C.a,b.																					
KILCHOMAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	32	10	0	32	15	6	0	5	6	20	10	0	..			..	..	12	0	0
Portnahaven	..	..	..	..	23	..	..	..	..	23																						
KILFINAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	52	0	6	52	0	6	..			36	8	0	..			..	.	15	17	6
Millhouse	..	..	..	..	19	..	..	..	..	19	A.e,h,l. C.a. E.mn.																					
Tighnabruaich	..	..	..	..	32	..	..	..	..	32	A.e,g. C.a,w.																					
KILFINICHEN AND KILVICKEON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	19	1	9	19	1	9	..			16	14	0	..			..	..	2	7	9
Iona	..	..	..	..	31	..	..	..	..	31	..	..		m.																		
KILMARTIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	28	0	7	30	8	7	2	8	0	18	5	0	9	15	7	..	..	..		
Kilmartin	..	..	..	..	15	..	..	..	..	15	D.a,s(*p.t.*) H.w																					
KILNINIAN AND KILMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	23	0	0	23	0	0	..			9	2	10	..			..	.	13	17	2
Morinish	..	..	..	15	..	..	..	..	..	15																						
LISMORE AND APPIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	33	13	7	33	13	7	..			25	13	9	..			..	..	7	19	10
Ballachulish	..	..	..	4	27	..	..	..	..	31	C.a,c,w. E.g,mn. H.n.																					
South Ballachulish, St John's Episcopal School	..		11	48	..	..	..	..	..	59	C.a,c,w. D.a. E.m. H.d,n.		..	..	61	19	7	61	19	7	.			17	1	5	..		..	44	18	2	.	
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	59	16	7	66	11	4	1	15	0	39	9	11	20	0	0	..	..	5	6	5
Ardrishaig	..	..	..	..	19	..	..	..	..	19	H.n.																					
Lochgilphead	..	..	..	..	28	..	..	..	29	40	C.a,s. H.n.			wc.																		
LOCHGOILHEAD AND KILMORICH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	10	11	1	15	5	1	0	15	0	5	6	0	6	0	0	..	..	3	4	1
Kilmorich	..	..	..	..	26	..	..	..	..	26	H.a.																					
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	123	15	9	128	9	5	..			51	7	7	..			..	..	77	1	10
High School	..	.	..	32	74	..	..	..	..	106	B.ga. C.a,b,s,t. D.a. H.c.																					
SOUTHEND S.B.	..	..	..	..	..	..	..	..	..	..	..	..	13	4	8	13	4	8	..				6	0	..			..	..	6	18	8
Southend	..	..	..	9	..	..	..	..	..	9																						
SOUTH KNAPDALE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	19	15	6	19	15	6	..			10	12	0	..			..	..	9	3	6
Kilberry	..	..	.	16	..	..	..	..	..	16																						

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL—*contd.*																		
Strachur and Stralachlan S.B.	..	..	..	..	..	..	..	..	..	..	51 4 8	54 16 2	..	29 13 7	..	..	..	25 2 7
Poll	..	16	..	..	..	..	16	H.d.										
Strachur	..	31	..	..	..	..	31	B.ga. H.l.										
Stralachlan	..	8	..	..	..	..	8	H.l.										
Tarbert S.B.	..	..	..	..	..	..	..	..	..	..	90 0 0	90 0 0	..	19 10 4	..	..	..	70 9 8
Tarbert	..	30	..	..	..	..	30	..	c,l.									
Torosay S.B.	..	..	..	..	..	..	..	..	..	..	22 9 2	22 9 2	..	19 13 0	..	..	..	2 16 2
Lochdonhead	..	16	7	..	..	18	23	A.e,g,h. C.a,w. E.s.		m.								
Tyree S.B.	..	..	..	..	..	..	..	..	..	..	48 18 8	49 3 8	..	38 8 10	..	..	..	10 14 10
Ruaig	..	23	20	..	..	..	23	G.n.										
Scarnish	..	24	..	..	..	..	24											
AYR.																		
Ardrossan S.B.	..	..	..	..	..	..	..	..	..	..	765 9 8	891 16 0	62 1 6	503 11 7	185 6 0	.	149 9 4*	..
Academy	..	47	304	23	..	..	26	366	A.e,i. B.f. C.a,b,s,t. D.a(p.t.). F.m. G.mc,me. H.a,c,d,m,s.	i.	m,p.							
Saltcoats	..	12	90	..	..	..	..	102	H.d,m,n									
Winton	..	..	66	..	..	..	..	66	H.n.									
Auchinleck.																		
Auchinleck (County Council)	..	..	11	8	17	18	..	54	..	..	i.	..	*See* under Ayr County Technical Education Committee.					
Ayr (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,206 9 11	1,412 17 10	140 11 8	948 7 4	196 6 0	..	..	127 12 9
Academy	..	..	388	41	18	8	46	496	B.f,g,i. C.a,b,e,s,t. D.a,s(p.t.). E.mn F.b,o,m. G.a,bc,g,m,me,na. H.a,c, d,m,n.	c.i.	p,wc.							

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Russell Street	115	218	..	..	..	12	336	C.a,b,s. D.a. E.a,mn. G.a,d,g. H.d,n,t.		m.																				
Smith's Institution (County Council)	..	20	59	28	21	..	128	.. .. ..	l.	..	*See* under	Ayr	County	Technical	Education	Committee.														
AYR COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	.. .. ..	..	..	439	4	8	472	12	2	33	7	6	329	8	6	109	16	2	..	..	..			
Auchinlech	..	11	8	17	18	..	54	.. ..	l.																						
Ayr (Burgh) Smith's Institution	..	20	59	28	21	..	128	.. .. ..	l.																						
Muirkirk, Furnace Road ..	..	3	9	1	8	..	21	.. ..	l.																						
New Cumnock, Bank	..	5	9	2	5	..	21	.. ..	l.																						
Straiton, Patna	..	4	16	4	6	..	30	.. ..	l.																						
Tarbolton, Annbank	..	1	12	9	6	..	28	.. ..	l.																						
BEITH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	240	0	9	244	13	3	4	12	6	180	0	7	30	0	1	..	..	30	0	1	
Academy	52	143	13	15	..	..	223	C.a,b,s. D,a. F.pg. H.e,d.	a.																						
Gateside	..	40	..	..	..	..	40	D.a. H.d.																							
COYLTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	47	0	0	47	0	0	..			20	11	2	13	4	5	..	..	13	4	5	
Coylton	19	..	..	..	..	..	19																								
Littlemill	25	..	..	..	..	..	25																								
DAILLY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	34	7	7	34	7	7	..			15	7	10	9	9	10	..	..	9	9	11	
Dailly	26	18	..	..	..	..	44	E mn.																							
DALMELLINGTON S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	35	7	1	37	4	7	1	17	6	26	10	4	4	8	4	..	..	4	8	5	
Benwhat	..	34	..	..	..	..	34	A.e. D.a. E.a. G.a.																							
Dalmellington Roman Catholic	50	..	..	..	..	50	50	.. .. ..		m,p.	52	15	0	57	0	0	..			39	11	3	..			..	17	8	9	..	
DALRY S.B.	..	..	..	..	..	..	..	.. .. ..	.	..	106	18	7	125	4	7	11	10	11	80	3	11	13	7	4	..	..	20	2	5	
Dalry	45	74	..	..	..	..	119	F.c. G.bc. H.c. ..																							
DREGHORN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	149	6	11	157	3	7	1	6	0	109	0	8	23	8	5	..	..	23	8	6	
Dreghorn	91	..	..	..	..	..	91																								
Springside	68	..	..	..	..	..	68																								
DUNDONALD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	176	7	10	186	18	9	4	2	6	101	17	11	60	0	0	..	..	20	18	4	
Troon, Portland	46	81	..	..	..	..	127	B.f. C.a,b,s,t. E.mn. G.a,bc,d,m. H.c,m,n.																							
GALSTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	265	6	11	270	6	11	5	0	0	193	11	9	35	7	7	..	..	36	7	7	
Galston	121	148	..	..	..	..	269	C.a,b,s. D.a. E.m. G.bc,mc,me. H.c,d,n.																							
IRVINE (BURGH) S.B.	..	..	..	..	..	.	..	.. .. ..	..	..	767	7	10	825	5	10	57	18	0	512	15	1	131	0	7	..	..	123	12	2	
Royal Academy	104	348	33	16	..	31	501	A.e. B.f,g. C.a,s,t. D.a,s(*p.t.*). F.s(*p.t.*). H.c,d,l,m,n.	i.	e,p.																					
IRVINE (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	23	15	6	24	5	6	0	10	0	14	0	4	4	18	7	..	..	4	16	7	
Annick Lodge	26	..	..	..	..	..	26																								
KILBIRNIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	207	13	9	210	8	9	2	15	0	155	15	4	25	19	2	..	..	25	19	3	
Glengarnock	..	84	..	..	..	..	84	E.m. G.d. H.n.																							
Ladyland	68	103	..	..	..	..	171	E.m. H.n.																							

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.				Balance.	
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR—*contd.*																		
Kilmarnock (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,824 6 5	2,055 9 11	218 3 6	1,368 4 10	319 2 5	..	..	149 19 2
Academy	..	444	88	41	3	40	611	B.l. C.a,b,c,s,t. E.m. F.c,p. G.a,el, p,sh. H.b,c,d,l.	c,i,l,s.	p.								
Bentinck	64	52	..	..	..	..	116	H.d,n.										
Dundonald Road Grammar School	..	31	..	..	..	..	31	C.w, E.m. G.a,d.								..		
Hamilton	48	51	..	..	..	..	99	G,m. H.d.										
High Street	27	..	..	..	..	..	27											
Loanhead	80	174	..	..	..	..	254	C.a,b,s. H.c,d,n.										
Science and Art School	..	98	42	46	10	..	196	D.a. G.bc,mc,me,s. H.t.	a,l.									
Kilmaurs S.B.	..	..	..	..	..	..	..	..	..	..	135 17 4	135 17 4	..	91 9 6	22 3 11	..	..	22 3 11
Crosshouse	85	..	..	..	..	..	85											
Kilmaurs	96	31	..	..	..	..	127	H.n.										
Kilwinning S.B.	..	..	..	..	..	..	..	..	..	..	95 17 6	111 2 11	2 0 6	58 2 2	..	..	..	50 0 3
Kilwinning	86	34	..	..	..	41	152	D.s(*p.t.*), H.c,d.		m.								
Loudoun S.B.	..	..	..	..	..	..	..	..	..	..	264 0 6	291 10 0	5 19 6	136 13 2	56 8 2	..	..	95 9 2
Darvel	20	62	..	..	..	..	82	B.f. C.a. E.mn. G.d. H.d.										
Newmilns	50	155	..	..	..	..	205	A.e. B.f. C.a. E.mn. G.d. H.a,d.										
Newmilns, Lady Flora's	..	71	..	..	..	..	71	Hn.	..	..	36 7 0	36 7 0	..	27 5 3	4 10 10	4 10 11	..	..
Mauchline S.B.	..	..	..	..	..	..	..	..	..	..	41 8 10	42 8 10	1 0 0	31 1 7	5 3 7	..	..	5 3 8
Mauchline	28	46	..	..	..	..	74	C.a. E.mn. H.m.										
Maybole and Maybole West Church S.B.	..	..	..	..	..	..	..	..	..	..	270 10 4	278 15 4	3 5 0	172 6 7	52 12 10	..	16 8 8*	29 2 3
Cairn	55	112	..	..	..	17	167	A.e. C.a,b,c,s,t. H.a,n.		p.								
Carrick Academy	..	56	..	..	..	..	56	D.a, s(*pt.*), G.a,bc,d,sh.										
Patterton	25	37	..	..	..	..	62	C.a,b. H.n.										

MUIRKIRK S.B.																									
Furnace Road			68	99					167	A.e. D.a. E.m. H.d.				209	1	9	236	12	3	22	3	4	144	17	10	34	15	6			34	15	7
Glenbuck			16	67					82	A.c,e. E.m. H.d.																						
Furnace Road (County Council)				3	9	1	3		21			1.			*See* under Ayr County							Technical			Education Committee.						
NEW CUMNOCK S.B.														133	9	3	134	19	3	1	10	0	57	19	11	37	14	3			37	14	3
Bank			54						54																							
Dalleagles			14						14																							
New Cumnock			26	17					43	H.n.																						
Bank (County Council)				5	9	2	5		21			1.			*See* under Ayr County							Technical			Education Committee.						
OLD CUMNOCK S.B.														70	17	9	33	2	9	12	5	0	35	13	11	34	16	9			0	7	1
Old Cumnock			96						96	D.a. E.g. G.a,d. H.d.																						
RICCARTON S.B.														207	1	9	208	11	9	1	10	0	155	6	4	25	17	8			25	17	9
Hurlford			93	95					188	C.a. E.m. H.n.																						
Riccarton				35					35	G.bc.																						
SORN S.B.														104	18	5	109	18	5				61	16	1	21	11	2			26	11	2
Catrine			56	49					100	H.d.																						
STAIR S.B.														26	10	7	26	10	7				19	17	11	3	6	4			3	6	4
Stair			34						34																							
STEVENSTON S.B.														240	8	7	249	1	1	8	12	6	180	6	5	30	1	1			30	1	1
Kyleshill			22	44					66	C.b,s. H.n.																						
Stevenston			46	154					200	C.b,s,t. E.m. G.mc. H.n.																						
STEWARTON S.B.														87	19	6	96	16	10	3	17	4	58	7	11	7	10	0			32	1	7
Stewarton			59	29					88	G.bc,d,m. H.d.																						
STRATTON.																																
Patna (County Council)				4	16	4	6		30			1.			*See* under Ayr County							Technical			Education Committee.						
TARBOLTON S.B.														33	1	3	33	11	3				45	15	4	18	2	8			19	13	9
New Annbank			43						43																							
Tarbolton			9	26					35	H.d.																						
Annbank (County Council)				1	12	9	6		28			1.			*See* under Ayr County							Technical			Education Committee.						
WEST KILBRIDE S.B.														32	1	10	39	4	4	7	2	6	23	13	7	5	11	8			2	16	7
West Kilbride				50					50	A.e. C,a,s. E.mn. G.d. H.c.																						
BANFF.																																
ALVAH S.B.														27	18	6	27	18	6				20	18	10						6	19	3
Alvah				12					12	A.e. C.a,b. E.mn.																						
Linhead				22					22	C.b. E.mn.																						

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF—*contd.*																		
BANFF (BURGH) S.B.											73 8 6	78 18 6	5 10 0	36 5 3				37 3 3
Academy		56					56	C.a,b,s. D.a(*p.t.*) F.c. G.mc.										
BOHARM S.B.											12 0 7	12 0 7		9 0 5				3 0 2
Maggieknockater		33					33											
BOTRIPHNIE S.B.											28 10 3	28 10 3		17 16 4				10 13 11
Botriphnie		37					37	C.c. E.mn. G.ag.										
CULLEN S.B.											26 9 6	27 12 11	0 15 0	15 13 7				11 4 4
Cullen		48					48	C.a,b. D.a.										
ENZIE S.B.											20 10 10	20 10 10		8 0 8				12 10 2
Enzie		15					15											
Port Gordon		9					9	A.c. B.f. C.a. D.a.										
FORDYCE S.B.											59 11 9	68 18 9	9 7 0	41 8 3				18 3 6
Academy		21					21	A.c,e. C.a. E.mn.										
Portsoy		47					47	A.e. C.a,s. D.a. E.mn. G.d,m.										
GAMRIE S.B.											122 2 0	132 5 11		68 0 9				64 5 2
Bracoden		21					21											
Cienterty		17					17	C.a,b.										
Macduff		94					94	A.e,g. C.a,s. D.a(*p.t.*). E.mn. H.d,n.										
INVERKEITHNY S.B.											8 17 4	8 17 4		5 17 10				2 19 6
Kirktown		21					21	A.e. E.mn.										
KEITH S.B.											98 8 8	105 16 8	4 5 0	73 16 2	10 16 0			16 19 1
Keith		94					94	A.e. C.b,s. D.a(*p.t.*). F.s(*p.t.*). G.m.										
		41					41											

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Buckie	33	46	..	..	..	..	77	D.a(*p.t.*)																	
Findochty	26	..	..	..	..	..	26																		
BERWICK.																									
COLDSTREAM S.B.	..	..	..	..	..	..	.	.. .. ..	..	..	20	1	0	22	11	0	0	10	0	15	0	9	..	..	..	7	0	3
Hirsel Law	24	..	..	..	..	..	24																		
FOGO S.B.	..	..	..	..	..	..	..	.. .. .	..	..	22	5	5	22	5	5	..			10	16	0	..	..	..	11	9	5
Fogo	17	..	..	..	..	..	17																		
GORDON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	26	13	6	31	11	0	3	17	6	17	3	6	..	..	..	10	5	0
Gordon	..	31	..	..	..	..	31	A.g,h. G.ag.																	
GREENLAW S.B. . ..	..	..	..	..	..	..	..	.. .. ..	..	..	18	4	6	21	7	0	3	2	6	10	19	2	..	..	....	7	5	4
Greenlaw	25	..	..	..	..	..	25																		
HUME S.B.	..	..	..	..	..	..	..	.. . ..	..	..	12	0	0	12	0	0	..			9	0	0	..	..	..	3	0	0
Hume	18	18	..	..	..	..	18	H.a.																	
HUTTON S.B.	..	..	..	..	..	..	..	.. . ..	..	.	22	7	10	27	19	7	2	17	6	12	3	8	..	..	..	12	13	5
Hutton	22	..	..	..	..	..	22																		
WHITSOME S.B.	..	..	..	..	..	..	..	.. . ..	..	..	21	5	0	21	5	0	..			6	3	11	..	..	..	15	1	1
Whitsome	15	..	..	..	..	..	15	A.e. C.a. E.mn.																	
BUTE.																									
ROTHESAY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	165	6	1	175	9	10	10	3	9	78	19	2	..	..	..	86	6	11
Academy and Thomson's Institute	..	7	..	..	..	..	7	D.a(*p.t.*).																	
Rothesay	22	140	..	..	..	..	162	A.e. B.l. C.a,b,s. G.bc. H.c,n.																	
CAITHNESS.																									
BOWER S.B.	..	..	..	..	..	..	..	.. . ..	..	..	14	10	5	14	10	5	..			9	16	3	..	..	..	4	14	2
Barrock	11	..	..	..	..	..	11	A.e. C.a,b,w. E.mn. G.ag.																	
KEISS S.B	..	..	..	..	..	..	..	.. .. ..	..	..	18	18	6	20	2	6	1	4	0	16	11	2	..	..	..	2	7	4
Aukengill	25	..	..	..	..	..	25	C.a. D.a. E.mn. H.n.																	
OLRIG S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17	3	9	17	3	9	..			11	0	11	..	..	1 3 0	4	19	10
Castletown	19	..	..	..	..	..	19	A.e. C.a,g. E.g,mn.																	
WATTEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13	4	6	13	17	0	..			11	11	5	1	16	6 ..	1	3	0* ..
Gersa	18	..	..	..	..	..	18	F.c,p.																	
WICK (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	188	17	3	196	8	9	7	11	6	127	6	8	..	..	..	61	10	7
Pulteneytown Academy ..	24	147	..	..	..	..	171	A.e. C.a,b,s. D.a,s(*p.t.*). E.d,mn, F.c. H.a.c.																	

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 55 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CLACKMANNAN																		
ALLOA (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	875 10 8	1,008 19 4	87 1 8	639 17 7	157 19 1	..	15 0 0	104 1 5
Academy	..	219	70	33	2	..	324	B.f,g. D.s(*p.t.*)	s,e,i,s.									
Alloa	..	44	..	..	..	..	44											
Kilncraigs	..	..	161	..	..	..	..	161	H.c,l,m.									
Sunnyside	..	..	82	..	..	..	..	82	H.d,n.									
ALLOA (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	160 1 11	170 11 10	10 9 11	96 10 9	20 0 0	.	..	43 11 2
Alloa Parish	..	61	17	..	..	..	78	H.n.										
Sauchie	..	36	16	..	..	..	52	H.n.										
ALVA S.B.	..	..	..	..	..	..	..	..	..	..	158 10 10	181 16 10	11 18 0	71 4 4	46 0 0	..	..	52 19 6
Academy	..	85	..	..	..	..	85	C.a,b,s. D.s. F.c. G.w. H.d,l,w.										
Menstrie	..	16	..	..	..	..	16	H.n.										
CLACKMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	108 7 0	115 5 4	5 5 0	59 12 0	..	..	..	50 8 4
Clackmannan	..	13	86	..	..	..	99	C.a,c,g,s. H.c.d.										
TILLICOULTRY S.B.	.	..	..	..	..	..	..	..	..	.	214 3 0	223 7 0	8 14 0	143 11 1	20 0 0	..	..	41 1 11
Coalsnaughton	..	20	28	..	..	..	48	C.a,b. H.n.										
Tillicoultry	..	35	163	..	..	33	213	C.b,s. D.s(*p.t.*). G.m,mc. H.c,d,n.		m.								
DUMBARTON.																		
BONHILL S.B.	.	..	..	..	..	..	..	..	..	.	373 3 0	378 1 0	4 18 0	279 17 3	87 16 4	..	..	5 9 5
Bonhill	..	61	53	..	..	..	114	A.c. C.a. H.d,n.									..	
Jamestown South	..	20	44	..	..	..	64	H.c,d.										
Vale of Leven Academy	..	66	239	22	..	..	327	C.a. D.s(*p.t.*). F.s(*p.t.*). H.c,d.	l.									
CARDROSS S.B.	..	..	..	..	..	..	..	..	..	..	206 17 5	220 10 2	6 5 3	119 5 11	..	..	..	188 19 0
[illegible]	..	23	169	..	..	..	278	C.a,b. E.m. G.d. H.c,d.										

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CUMBERNAULD S.B.																									
Cumbernauld	51	22	..	..	..	..	73	A.e,l. C.s. E.mn.			88	12	7	88	12	7	..		49	12	2	27	8	6	..	..		11	11	11
DUMBARTON (BURGH) S.B.																									
Academy	..	..	108	31	34	14	..	186	C.s. D.a,s(*p.t.*). E.g. G.d,el,g,mc, me,na,s.	a,l.	778	8	2	906	17	2	123	9	0	583	16	1*	70	0	0	..	66	6	0	58	6	1
College Street	..	..	69	24	..	..	..	..	93	G.a,d,g,m.																				
Knoxland	..	..	86	73	..	..	..	..	159	G.a,d,g,m.																				
West Bridgend	..	..	62	..	..	..	..	..	62																					
KIRKINTILLOCH (BURGH) S.B.																									
Lairdsland	..	..	21	70	..	..	..	..	91	C.b,s. H.d,n.																				
Townhead	..	..	34	107	..	..	..	..	141	D.a. E.g. G.bc, m,mc. H.n.			172	13	3	198	0	3	25	7	0	129	9	11	30	0	0	..	..		13	3	4
KIRKINTILLOCH (LANDWARD) S.B.																									
Twechar	..	..	38	20	..	..	..	..	58	H.c,n.			78	4	11	78	4	11	..			33	15	11	14	1	5	..	..		30	7	7
KIRKINTILLOCH (LANDWARD), CUMBERNAULD AND CADDER COMBINED S.B.																									
Condorrat	..	..	41	16	..	..	..	..	57	H.c,d.			76	15	8	76	15	8	..			39	4	0	22	19	8	..	..		14	12	0
NEW KILPATRICK S.B.																									
Craigton	..	..	14	..	..	..	..	14																						
Garscadden	..	..	44	..	..	..	..	44																						
Milngavie	..	..	33	48	..	..	32	68	C.a,b,c,s. D.a. G.bc. H.n.																					
Temple	..	..	39	30	..	..	..	55	H.d,m.	m.	249	15	6	258	7	3	3	11	9	105	16	0	5	0	0	..	..		138	19	6
OLD KILPATRICK S.B.																									
Clydebank	..	..	123	521	79	24	..	..	747	B.f. C.b,s,t. D.a(*p.t.*). G.b,m,na,p. H.c,d,l,m,n.	i.	1,874	9	8	2,037	12	8	158	5	0	1,234	3	9	120	11	3	..	..		524	12	8
Dalmuir	..	..	23	93	..	..	..	..	116	C.b,s. E.m. H.c,d,l,m,n.																				
Duntocher	..	..	23	91	..	..	..	..	114	D.a. E.m. H.c,d,m,n.																				
Elgin Street	..	..	29	223	..	..	..	..	252	C.b,s. G.d.m. H.a,c,d,m,n,s.																				
Gavinburn	..	..	45	53	..	..	..	..	82	E.m. H.c,d,l.																				
Milton	..	..	26	10	..	..	..	..	36	H.d.																				
ROW S.B.	..	..	..	..	..	..	..	..	..	..	..	260	12	9	293	0	3	32	7	6	167	12	4	66	10	0	..	6	19	9†	19	10	8
Helensburgh Clyde Street	..	25	244	..	..	..	66	284	A.e. C.a,b,s. D.a. G.bc,m. H.c,d,l, m,n.	p.																				
DUMFRIES.																									
ANNAN S.B.	..	..	..	..	..	..	..	..	..	..	..	107	5	3	112	7	9	5	2	6	80	8	11	..	..		..	..		26	16	4
Academy	..	..	..	108	..	..	..	..	108	C.a,b,s,t. E.m. G.bc,m. H.d.																				
Breconbeds	..	..	..	22	..	..	..	..	22	A.e. C.a. D.a. E.mn.																				
Newbie Technical	..	..	..	22	3	1	..	..	26	..	..	i.	26	2	2	41	11	9	7	15	7	19	11	7	..	..		14	4	7	..		
DRYFESDALE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	34	14	10	87	11	9	..			63	11	1	..	..		..			24	0	6
Lockerbie Academy	..	..	52	..	..	..	..	52	C.a,b,c,s,t,w. F.c. H.c,n.																					

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was Met. Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
DUMFRIES—*contd.*																		
Dumfries (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	419 12 1	452 6 2	32 14 1	314 14 1	.	..	.	104 18 0
Academy	..	165	27	24	9	41	226	A.e. B.f,g,l. C.a,b,s,t. D.s(*p.t.*). H.c,d,e,n.	a,c,l.	p.								
George Street	13	79	..	..	..	..	92											
St. Andrew's Roman Catholic	28	73	..	..	..	51	104	C.b,t. H.c,d,n,w.		m,p.	65 11 9	79 1 9	9 10 3	49 3 10	..	..	20 7 8	..
Dumfries (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	8 11 0	8 17 3	..	6 8 3	..	..	..	2 9 0
Catherinefield	15	..	..	..	..	..	15											
Kirkpatrick Fleming S.B.	..	..	..	..	..	..	..	..	..	..	23 17 3	23 17 3	..	12 4 3	.	..	..	11 13 0
Kirkpatrick Fleming	..	10	..	..	..	..	10	A.e. C.a,s. E.mn.										
Sanquhar S.B.	..	..	..	..	..	..	..	..	..	..	25 19 2	25 19 2	..	19 9 4	.	..	..	6 9 10
Sanquhar	35	..	..	..	..	..	35											
EDINBURGH.																		
Borthwick, S.B.	..	..	..	..	..	..	..	..	..	..	22 13 5	23 5 11	0 12 6	10 2 8	..	..	..	12 10 9
Borthwick	22	..	..	..	..	..	22											
Cockpen, S.B.	..	..	..	..	..	..	..	..	..	..	30 17 3	31 12 3	0 15 0	16 2 11	..	..	..	14 14 4
Bonnyrigg	21	21	..	..	..	..	21	C.b,s. G.d.										
Corstorphine S.B.	..	..	..	..	..	..	..	..	..	..	26 5 0	26 5 0	..	10 11 10	..	..	..	15 13 2
Corstorphine	27	6	..	..	..	..	33	A.e.										
Edinburgh (City) S.B.	..	..	..	..	..	..	..	..	..	..	6,826 16 10	7,288 8 11	155 5 10	5,120 2 7	..	..	..	1,968 0 6
Abbeyhill	66	70	..	..	..	..	136	A.e,h. C.a. D.a. E.mn.										
Boroughmuir	..	221	..	..	..	..	221	A.e,g,h. C.a,s. D.s(*p.t.*) F.s(*p.t.*)										
Bristo	32	112	..	..	..	.	144	A.e. C.a. H.c,d,m,n.										

Broughton	..	56	..	..	..	..	56	F.s(*p.t.*)																							
Bruntsfield	47	190	..	..	..	64	280	A.e. C.a,b,g,p,s,t. H.c,d,m,n.	..	..	p.																				
Castle Hill	310	..	..	..	..	90	310	.. . ..	..	p.																					
Causewayside	27	132	..	..	..	..	159	A.e. C.b,c,s,t. H.c,d,m,n.																							
Dairy	28	152	..	..	..	28	180	A.e. C.a,b,c,p,s,t. H.c,d,m,n.	..	..	p.																				
Gorgie	..	152	38	13	..	..	203	A.e. C.a,b,p,s. D.a. G.d,g,m.	i																						
Leith Walk	..	271	24	..	..	79	333	A.e,g. C.a,b,p,s,t. D.a. E.g,mn. G.bc, g,m,mc.	i	p.																					
London Street	28	144	..	..	..	69	193	A.e. C.a,b,c,p,s,t. H.c,d,m,n.		p.																					
Lothian Road	..	267	..	..	..	..	267	A.e. C.a,b,c,g,p,s,t. D.a. E.mn. G.a, d,g,m.	i.																						
North Canongate	23	83	..	..	..	..	106	A.e. C.a. H.c,d,m,n.																							
North Merchiston	175	64	..	..	..	81	277	A.e,g,h. C.a.		p.																					
Portobello	26	142	..	..	..	..	166	A.e. C.a,b,s. G.bc,d,m,mc. H.c,d,l, m,n,w.																							
Regent Road	37	121	..	..	..	..	158	C.a,b,p,s,t. H.c,d,m,n.																							
St. Bernard's	36	82	..	..	..	..	118	C.a,b,s. H.c,d,m,n.																							
St. Leonard's	77	76	..	..	..	..	153	A.e,g. C.a. D.a. E.mn. G.a.																							
Sciennes	..	159	..		..	101	227	C.a,b,p,s. D.a. F.p. G.g,m, mc.	..	..	p.																				
South Bridge	71	83	..	..	..	..	154	A.e. C.a. G.bc,m. H.w.																							
Stockbridge	101	77	..	..	..	..	178	C.a,b,s. E.mn. G.d. H w.																							
Torphichen Street	12	59	..	..	..	..	71	A.e,g,l. C.a. H.c,d,e,m,n.																							
Royal Institution	..	163	85	52	125	..	425	.. .. ..	a.	..	2,098 7 2	3,109 15 9	697 8 0	1,573 15 4	..	..	838 12 5	..													
Typographia	..	92	..	..	..	..	92	G.t.	..	..	121 14 7	131 0 7	9 6 0	33 11 7	75 0 0	..	13 3 0	..													
KIRKNAWTON & EAST CALDER																															
S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 2 9	23 2 9	..	17 7 1	..	..	..	10 15 8													
Oakbank	21	23	..	..	..	..	44	A.e. C.a. D a. E.m.																							
LASSWADE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	152 17 8	154 17 8	2 0 0	114 13 3	..	..	..	38 4 5													
Lasswade	26	..	..	..	..	..	26	A.e. C,a,b,s. E.g.																							
Loanhead	42	36	..	..	..	..	78	C.b,s.																							
Pentland	..	39	..	..	..	30	39	A.e. D.a. E.m. H.a,c,n.	..	m.																					
Roslin	..	32	..	..	..	..	32	A,e. C.a,s. D.a. E.m,mn. H.e,n.																							
LEITH (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	4,298 9 7	4,725 0 4	240 11 11	2,466 10 8	200 0 0	200 0 0	100 10 0	1517 7 9													
Academy and Technical College	..	494	223	144	11	..	861	C.a,t. D.s(*p.t.*). F.h,s(*p.t.*). G.m. H.a,c,d,e,l,l,n,s,w.	a,c,e,l, l,m,s.																							
Bonnington Road	27	47	..	..	..	..	74	C.a,b,c,s. E.a,d,g,mn. H.d,m,n.																							
Couper Street	15	156	..	..	..	..	171	H.c,d,l,m,n.																							
Great Junction Street ..	150	..	..	..	..	..	150																								
Lochend Road	17	51	..	..	..	..	68	H,c,d,l,m,n																							
Lorne Street	65	105	..	..	..	.	170	A.e. C.a,b,c,s. G.m. H.c,d,l.																							
Newhaven, Victoria	37	62	..	..	..	..	99	A.g.C,a.D.a.E.a,mn.G.g,m.H.c,d,l,n.																							
North Fort Street	56	120	..	..	..	..	176	C.a,b,c,s.E.m,H.d,n.																							
Yardheads	46	84	..	..	..	..	130	A.c,e,g. C.a,b,c,s. G,m. H.d,n.																							
LIBERTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	21 19 6	24 12 1	2 12 7	9 8 7	..	..	..	12 15 11													
Burdiehouse	15	5	..	..	..	..	20	A.c,e. C.a. D.a.																							
MID CALDER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	77 7 1	82 5 1	1 4 0	3 5 3	..	..	3 14 0	44 1 10													
Bellsquarry	11	7	..	..	..	..	11	E.mn.																							
Mid Calder	15	7		.	..	..	22	A.e. C.a. D.a. E.a,mn.																							
Pumpherston	30	2h					30	E.mn.																							

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Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*																		
Musselburgh (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	38 12 5	38 12 5	..	17 9 3	..	..	..	21 3 2
Grammar School	13	15	..	..	..	..	28	C.b,s.										
Newbattle S.B.	..	..	..	..	..	..	..	..	..	..	45 4 0	45 4 0	..	26 11 10	..	..	..	18 12 2
Newbattle	8	41	..	..	..	..	49	A.c,e,g,h. C.a,b,s. E.mn. G.bc,mc.										
Stobhill S.B.	..	..	..	..	..	..	..	..	..	..	21 9 0	22 4 0	0 15 0	8 17 0	..	..	..	12 12 0
Stobhill	..	12	..	..	..	..	12	A.e. C.s. E.m. F.s.										
West Calder S.B.	..	..	..	..	..	..	..	..	..	..	54 5 7	58 9 7	4 4 0	22 5 5	11 3 6	..	..	20 16 8
Addiewell	..	16	..	..	..	..	16	C.s. E.mn.										
West Calder	..	51	..	..	..	..	51	C.s,b,s. G.m.										
ELGIN.																		
Bellie S.B.	..	..	..	..	..	..	..	..	..	..	32 19 10	34 11 10	1 12 9	20 4 1	..	..	..	12 15 9
Bellie	4	28	..	..	..	..	32	A.e. C.s,c,g. E.mn.										
Elgin (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	176 1 2	181 15 10	4 12 6	132 0 11	..	..	..	45 2 5
Academy	26	83	..	..	..	..	109	A.e,g. B.f,l. C.a,b,s. E.m. F.s.										
Girls' Technical School	..	75	..	..	..	..	75	H.c,l.										
Victoria School	..	59	30	18	..	8	115	D.s. H.w.	..	..	s.	wc.	184 13 0	197 17 0	13 4 6	132 5 3	66 0 0	..	8 0 0	..
Elgin (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	37 5 0	37 5 0	..	27 18 9	..	..	..	9 6 3
Claskmarras	20	..	..	..	..	..	20											
Mosstowie	32	16	..	..	..	..	48	H.d.										
Forres (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	117 17 1	117 17 1	..	68 12 1	14 16 7	..	..	89 8 5
Forres	35	99	..	..	..	..	134	B.f, C.s. D.s,n(*p.t.*). E.s,g. G.bc,mo. H.d.										

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KINLOSS S.B.														24 9 0	24 9 0	..	25 16 9	2 6 8			6 5 7	
Findhorn			52					52	C.a,g. D.a. F.pg. H.c.													
ROTHES S.B.														24 3 5	35 17 11	1 14 6	24 12 1				9 11 4	
Rothes			48					48	A.e,g,h. C.a. H.c.													
FIFE.																						
ABERDOUR S.B.														42 15 10	42 15 10	..	32 1 11				10 13 11	
Aberdour			17					17	A.e. C.b,s. D.a. F.pg.													
Donfibristle Colliery			22					22	D.a. E.g,mn.													
ANSTRUTHER EASTER.																						
Wald Academy			80					80	D.a(*p.t.*). G.bc,g.					40 14 4	44 6 10	3 12 6	22 3 4	16 12 0	1 14 0			
Anstruther Easter (County Council)			28					28	H.d.					*See* under Fife County Technical Education Committee.								
ANSTRUTHER WESTER.																						
Anstruther Wester (County Council)			18					18	H.d.						do.		do.					
AUCHTERDERRAN S.B.														116 2 11	120 18 6	4 12 10	46 5 7	30 0 0			40 0 1	
Auchterderran			84					84	G.m,mi. H.d.													
AUCHTERMUCHTY S.B.														56 0 0	56 0 0	..	35 4 3	10 0 0			10 15 9	
Auchtermuchty			60					60	D.a. H.n.													
Auchtermuchty (County Council)			34					34	H.c,l.					*See* under Fife County Technical Education Committee.								
AUCHTERTOOL S.B.														18 1 0	18 2 0	0 1 0	5 2 3				12 13 4	
Auchtertool			8					8														
BEATH S.B.														193 14 7	200 12 3	6 17 8	145 5 11	20 0 0			23 3 3	
Cowdenbeath			91					126	A.e. E.a,mn. G.a,bc. H.d,n,w.													
Kelty			53					72	A.e.g. D.a. G.a H.c,d,l,w.													
Lassodie			21					58	H.d.													
Cowdenbeath (County Council)			132	12	21			165	A.e. D.a F.c. G.el,me,s. H.c,l,			i.		*See* under Fife County Council Technical Education Committee.								
BURNTISLAND S.B.														184 11 4	204 6 4	19 15 0	116 6 7	60 0 0			8 4 9	
Burntisland			89	15	6			110	C.s,t. D.a(*p.t.*). H.c.			i.										
CAMERON.																						
Cameron (County Council)			16					16	H.d.					*See* under Fife County Technical Education Committee.								
CARNOCK.																						
Cairneyhill (County Council)			23					23	H.d.						do.		do.					
Oakley St. Margaret's R.C. (County Council).			38					38	H.d.						do.		do.					

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
CERES.																		
Bridgend (County Council) ..	..	21	..	..	..	..	21	H.c,l.	..	..	*See* under	Fife County Technical Education Committee.						
COLLESSIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17 10 0	17 10 0	..	12 13 10	4 10 0	..	..	0 6 2
Collessie	..	27	..	..	..	..	27	A.e. C.a,b,c.										
Ladybank (County Council)..	..	21	..	..	..	..	21	G.d,g.	..	..	*See* under	Fife County Technical Education Committee.						
CRAIL.																		
Crail (County Council).. ..	..	9	..	..	..	..	9	G.bc,g. . ..	..	..		do.		do.				
CUPAR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	18 7 0	21 7 0	3 0 0	8 18 1	..	..	..	9 8 11
Castlehill	..	12	..	..	..	..	12	D.a(*p.t.*).										
Castlehill (County Council)..	..	233	..	..	..	..	233	A.e,h. C.a,s,t. H.c,l,m ..	..	..	*See* under	Fife County Technical Education Committee.						
DALGETY S.B	..	..	..	..	..	..	..	.. .. ..	..	..	17 4 3	17 10 3	0 6 0	12 18 2	3 0 0	..	..	1 6 1
Hillend	17	..	..	..	..	..	17											
DUNFERMLINE (BURGH) S.B.	..	..	..	..	..	..	..	. .. ..	..	..	1,723 18 9	1,836 16 9	112 18 0	1,054 16 11	200 0 0	..	.	469 1 10
High School	24	138	..	..	..	..	162	A.e. B.f,l. C.a,b,s. H.n.										
Lander Technical School ..	..	196	44	35	38	18	331	C. b, f, p. D.a, s(*p. t.*). E.g. F.c, m. G.bc,d,g,m,me,s,su. H.t.		s,l. p.								
McLean	15	12	..	..	..	..	27	C.a,b.										
Queen Anne	9	255	..	..	..	..	264	A.e. C.a,b,s,t. H.c,d,n.										
Dunfermline (County Council)	..	55	..	..	..	.	55	H.d.	..	..	*See* under	Fife County Technical Education Committee.						
DUNFERMLINE (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 0 9	61 3 3	7 7 6	26 15 9	13 15 0	..	..	13 10 0
Charlestown	13	8	..	..	..	..	21	G.d,m.										
Townhill	16	23	..	..	..	..	39	H.n.										
Charlestown (County Council)	..	38	..	..	..	..	38	H.c,l. ..	..	..	*See* under	Fife County Technical Education Committee.						
Crossford (County Council) ..	..	11	..	..	..	..	11	H.d.				do.		do.				

Dysart (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	559 19 1	590 16 4	16 9 9	398 0 9	70 0 0	70 0 0	..	36 5 10
Dysart	..	37	2	..	..	..	..	62	H,d											
Gallatown	..	18	..	..	..	..	..	18												
Pathhead	..	47	137	..	..	..	..	234	A.g. C.a,b,s,t,w. H.c,d,l.											
Sinclairtown	..	..	50	18	..	..	..	68	D.s,s(*p.t.*). F.s(*p.t.*).		i.									
Elie.																				
Elie (County Council)	..	..	69	..	..	..	..	69	C.a,b,s. D.s. E,mn. Hm.		..	..	*See* under Fife County Technical Education Committee.							
Falkland S.B.	..	..	..	..	..	..	..	..	..	..	..	..	20 18 0	21 8 0	0 10 0	6 10 10	4 10 0	..	.	9 17 2
Freuchie	..	..	16	..	..	..	.	16	C.b,c. G.m.											
Ferryport-on-Craig	..	..	..	..	..	..	..	..	..	..	..	..	*See* under Fife County Technical Education Committee.							
Ferryport-on-Craig (County Council)	..	..	93	..	..	..	.	93	H.m.											
Fife County Council Technical Education Committee.	..	..	..	..	..	..	.	..	..	..	..	..	1758 14 4	2078 14 11	263 7 11	1819 0 9	496 6 8	..	..	..
Anstruther Easter	..	..	28	..	..	..	..	28	H.d.											
,, Wester	..	..	18	..	..	..	..	18	H.d.											
Auchtermuchty	..	..	84	..	..	..	..	84	H.c,l.											
Beath, Cowdenbeath	..	..	132	12	21	..	..	165	A.e. D.s. F.c. G.el,me,s. H.c,l.	..	i.									
Cameron	..	..	16	..	..	..	..	16	H.d.											
Carnock, Cairneyhill	..	..	23	..	..	..	..	23	H.d.											
,, Oakley, St. Margaret's R.C.	..	..	38	..	..	..	..	38	H.d.											
Ceres, Bridgend	..	..	21	..	..	..	..	21	H.c,l.											
Collessie, Ladybank	..	..	21	..	..	..	..	21	G.d,g.											
Crail	..	..	9	..	.	..	..	9	G.bc,g.											
Cupar, Castle Hill	..	..	233	..	..	..	..	233	A.e,h. C.a,s,t. H.c,l,m.											
Dunfermline	..	..	55	..	..	..	..	55	H.d.											
,, (Landward), Charlestown.		..	38	..	..	..	..	38	H.c,l.											
Dunfermline (Landward), Crossford.		..	11	..	..	..	..	11	H.d.											
Elie	..	..	69	..	..	..	..	69	C.a,b,s. D.s. E.mn. H.m.											
Ferryport-on-Craig	..	..	93	..	..	..	..	93	H.m.											
Kettle, Kingskettle	..	..	39	..	..	..	..	39	H.m.											
Kilrenny, Cellardyke	..	..	42	..	..	..	..	42	H.d.											
Kingsbarns	..	..	17	..	..	..	..	17	H.d.											
Kirkcaldy	..	..	284	..	..	..	..	284	G.w. H.d,t.											
Largo, Lundin Mill	..	..	55	..	..	..	..	55	H.c,l.											
Leslie	..	..	61	..	..	..	..	61	H.c,l.											
Lochgelly	..	..	22	..	..	..	..	22	D.s (*p.t.*).											
Markinch	..	..	75	..	..	..	..	75	C.s,t. H.d.											
,, Balcurvie	..	..	21	..	..	..	..	21	H.c,l.											
Pittenweem	..	..	31	..	..	..	..	31	H.c,l.											
St. Andrews, Madras College		..	167	..	..	..	..	167	C.b,c,s,t. D.s. G.bc,d. H.d.											
,, (Landward), Strathkinness.		..	24	..	..	..	..	24	H.d.											
St. Monance	..	..	40	..	..	..	..	40	H.c,l.											
Saline	..	..	34	..	..	..	..	34	H.d,											
Scoonie Leven	..	..	126	..	..	..	..	126	A.l. D.s(*p.t.*). E.m. F.c. G.me,s.											
,, Greig Institute		..	30	23	15	..	..	68	.. ..	..	i.									
Strathmiglo	..	..	27	..	..	..	..	27	H.c,l.											

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Torryburn	..	23	..	..	..	..	23	H.c,l.										
Wemyss, Buckhaven	..	71	..	..	..	..	71	H.n.										
,, East	..	23	..	..	..	..	23	H.c,l.										
,, Methill	..	48	..	..	..	..	48	H.n.										
FORGAN S.B.	..	..	..	..	..	..	..	.. ..	..	..	89 5 7	101 5 7	12 0 0	36 12 6	42 3 1	..	..	10 10 0
Newport	..	39	..	..	..	..	39	C.b,s,t. D.s. H.m.										
Wormit	..	12	..	..	..	..	12	H.m.										
INVERKEITHING S.B.	..	..	..	..	..	..	..	.. ..	..	..	122 18 6	126 8 6	3 10 0	56 7 8	8 0 0	..	..	58 10 10
Inverkeithing	30	45	..	..	..	..	75	C.b,s. E.m. H.n.										
North Queensferry	43	21	..	..	..	..	49	E.s,mn. H.n.										
KETTLE.																		
Kingskettle (County Council)	..	39	..	..	..	..	39	H.m.	..	..	*See* under Fife County Technical Education Committee.							
KILCONQUHAR S.B.	..	..	..	..	..	..	..	.. ..	..	..	33 5 6	33 14 6	0 6 0	17 18 11	8 0 0	..	..	7 9 7
Colinsburgh	2	18	..	..	..	..	20	C.s,s. E.mn.										
Kilconquhar	25	..	..	..	..	..	25											
KILRENNY.																		
Cellardyke (County Council) ..	..	42	..	..	..	..	42	H.d.	..	..	*See* under Fife County Technical Education Committee.							
KINGHORN S.B.	..	..	..	..	..	..	..	.. ..	..	..	63 0 0	63 0 0	..	27 15 7	10 10 10	22 14 5	1 19 2*	..
Kinghorn	..	16	..	..	..	..	16	G.s,bc,g,mc.										
KINGSBARNS.																		
Kingsbarns (County Council) ..	..	17	..	..	..	..	17	H.d.	..	..	*See* under Fife County Technical Education Committee.							
KIRKCALDY (BURGH) S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	1,321 12 6	1,398 0 6	76 8 0	291 4 4	100 0 0	140 0 0	..	90 8 2
Abbotshall	59	81	..	..	..	..	140	A.c. C.a. D.s. E.mn. H.c,l,n.										

Dunnikier	50	96	..	..	..	..	146	A.c. C.s,b,g,s. H.c,l,n.										
High School	..	194	34	15	18	..	261	A.e. B.l. C.s,b,f,gn. D.s(*p.t.*). F.s, s(*p.t.*),	s,l,	..								
School of Shorthand ..	..	96	..	..	..	..	96	C.p,s.	..	..	51 17 9	89 7 9	37 10 0	38 18 4	..	..	12 19 5	..
Kirkcaldy (County Council) ..	..	284	..	..	..	..	284	G.w. H.d,t. ..	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
KIRKCALDY AND DYSART (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	22 10 0	22 10 0	..	8 17 8	4 10 0	..	..	9 2 9
Boreland	19	..	..	..	..	12	19	.. ..	..	p.								
LARGO.																		
Lundin Mill (County Council) ..	..	55	..	..	..	..	55	H.c,l. .	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
LESLIE S.B.	..	..	..	..	..	..	..	. .	..	..	47 17 4	53 19 4	6 2 0	29 2 9	5 0 0	..	..	13 14 7
Leslie	..	43	..	..	..	..	43	C.s.t. G.bc,mc.										
Leslie (County Council) ..	..	61	..	..	..	..	61	H.c,l.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
LOCHGELLY S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	174 18 9	182 18 0	4 10 0	114 2 11	16 0 0	..	..	48 5 1
Lochgelly	62	87	..	..	..	..	149	D.a. E.mn. G.mi. H.n.										
Lumphinnans	17	35	..	..	..	..	52	H.d,n.										
Lochgelly (Local Committee)	..	.	..	..	..	77	77	.. ..	..	m.	22 18 4	31 16 4	9 3 0	5 19 0	..	..	16 14 4	..
Lochgelly (County Council) ..	..	22	..	..	..	..	22	D.s(*p.t.*). ..	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
MARKINCH.																		
Balcurvie (County Council) .		21	..	..	..	..	21	H.c,l. ..	..	..		do.			do.			
Markinch (County Council) ..	..	75	..	..	..	..	75	C.s,t. H.d. ..	..	..		do.			do.			
NEWBURGH S.B.	..	..	..	..	.	..	..	.. ..	..	..	46 16 4	53 10 0	4 17 0	23 11 1	22 10 0	..	..	2 11 11
Newburgh	..	49	..	..	..	..	49	D.s. H.d,n.										
PITTENWEEM.																		
Pittenweem (County Council)	..	31	..	..	..	..	31	H.c,l. ..	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
ST. ANDREWS (Burgh) S.B. ..	..	..	..	..	..	..	..	.. ..	.	.	47 4 4	49 14 4	2 10 0	32 1 11	10 0 0	..	..	5 2 5
St. Andrews	12	26	..	..	..	..	38	A.e. C.s,c,g,gn. E.mn.										
Madras College (County Council)	..	167	..	..	..	..	167	C.b,c,s,t. D.s. G.bc,d. H.d.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
ST. ANDREWS (Landward) S.B.		..	..	..	..	..	..	.. ..	..	..	9 11 10	11 1 10	1 10 0	4 12 0	2 10 0	..	..	2 9 10
Boarhills	..	7	..	..	..	..	7	A.e. C.s,b,s.										
Strathkinness (County Council)	..	24	..	..	..	..	24	H.d. ..	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
ST. MONANCE S.B.	..	..	..	..	..	..	..	.. ..	..	..	24 7 2	24 18 2	0 11 0	16 15 8	..	..	..	7 11 6
St. Monance	34	..	..	..	..	..	34											
St. Monance (County Council)	..	40	..	..	..	..	40	H.c,l. ..	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
SALINE.																		
Saline (County Council) ..	..	34	..	..	..	..	34	H.d. ..	..	..		do.			do.			
SCOONIE S.B.	..	..	..	..	..	..	..	.. . ..	..	..	31 16 6	32 4 0	0 7 6	23 17 4	..	..	..	7 19 2
Leven	38	..	..	..	..	..	38											
Leven (County Council) ..	..	126	..	..	..	..	126	A.l. D.s(*p.t.*). E.m. F.c. G.me,s.	..	..	*See* under	Fife Coun	ty Techni	cal Educa	tion Com	mittee.		
Leven Greig Institute (County Council)	..	30	23	15	..	..	68	.. . ..	l.	.		do.			do.			

* This is a Credit Balance brought forward from Session 1904–05.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Strathmiglo S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 18 8	58 13 8	3 15 0	41 3 8	5 0 0	..	..	8 14 7
Strathmiglo	39	53	..	..	..	41	64	A.e. B.f. C,b,s,w. D.a. E.mn. F.b,z.		m.								
Gateside (County Council) ..	..	14	..	..	..	..	14	H.c.	..	..	*See* under Fife County Technical Education Committee							
Strathmiglo (County Council)	..	27	..	..	..	..	27	H.c,l.	..	..	do.							
Torryburn (County Council) ..	..	23	..	..	..	..	23	H.c,l.	..	..	do.							
Wemyss S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	235 15 0	252 12 0	16 17 0	150 2 0	11 5 0	..	..	74 8 0
Buckhaven	32	10	..	..	..	..	42	D.a(*p.t.*). G.bc.										
Coaltown	..	35	..	..	..	..	35	G.ml.										
Kirkland Crossroads	..	27	8	12	..	..	47	.. .. ..	l.									
Methil	35	17	..	..	..	..	52	C.s.										
Wemyss	21	..	..	..	..	..	21											
West Wemyss, Dorothy ..	..	..	..	.	..	28	28	.. .. ..	..	p.								
Buckhaven (County Council) ..	..	71	..	..	..	..	71	H.n	..	..	*See* under Fife County Technical Education Committee.							
East (do) ..	..	23	..	..	..	..	23	H.c,l.	..	..	do.							
Methil (do.) ..	..	48	..	..	..	..	48	H.n.	..	..	do.							
FORFAR.																		
Arbroath S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	672 12 6	695 17 0	28 4 6	504 9 4	100 0 0	..	..	63 3 2
Cookery School	..	63	..	..	..	..	63	H.c,l.										
High School	..	213	26	16	14	27	277	B.f,g. D.a,s(*p.t.*). F.c,s(*p.t.*). G.sp. H.d,m.	l.	p,wc.								
Parkhouse	89	125	..	..	..	..	214	A.e. C.s,b,s. E.m. F.s.										
Barry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	189 10 10	169 17 10	19 3 6	71 4 6	..	..	..	79 9 10
Carnoustie	..	121	..	..	..	..	121	C.a,b,s,t. D.a. E.m. G.bc,mc. H.d.										
Brechin (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	994 0 7	441 7 1	23 9 0	238 12 8	40 0 0	..	..	84 5 5
High School	72	66	22	20	..	48	180	A.e. Ca,b,s,t. D.a(*p.t.*).	a,o,l.	p.								
Union Street	..	49	..	..	..	..	49	H.c,d,l.										

BROUGHTY FERRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	107 13 5	112 9 5	4 15 0	47 4 0	..	..	..	60 5 6
Grove Academy	..	21	61	..	..	..	..	82	A.e. C.a,b,s. D.a,s (p.t.). E.g. F.n. G.bc,m,mc.	..	..										
DUNDEE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	2,086 16 6	2,311 15 6	267 12 0	2,277 12 5	..	100 0 0	..	666 11 1
Ann Street	..	231	131	..	..	..	..	231	H.w.												
Constable Street	..	..	100	..	..	..	..	100	H.c,d,l,m.												
Dudhope	..	215	..	..	..	..	..	215	..	..	..										
Harris Academy	..	21	58	154	103	43	..	379	A.e. B.l. C.a,g. D.a. E.m. F.c,p. G.d,m.	c.											
Hill Street	..	24	283	..	..	..	..	307	A.e,g,h. C.a. H.c,d,l,m,n.	..	..										
Lochee Liff Road	..	78	349	..	..	..	27	454	A.e. B.f. C.a,b,s,t. D.a. E.g,mn. G.a,d,g,m. H.c,d,l,n,w.	..	p.										
Mitchell Street	..	191	128	..	..	..	..	191	H.w.												
Morgan Academy	..	..	225	275	152	134	..	786	E.m. H.d,n.	..	..	c,l.									
Victoria Road	..	81	76	..	..	..	..	157	A.e,g,h. C.a.												
Wallacetown	..	158	..	..	..	..	..	158													
Navigation School	..	..	72	..	..	..	..	72	E.m. G.as,n.	..	..	..		266 16 10	317 3 4	41 19 0	200 2 8	25 0 0	..	50 10 8	..
Young Women's Christian Association		..	107	..	..	..	..	107	H.c,d,l,m.	..	..	..		123 2 5	157 14 5	34 12 0	40 14 0	20 0 0	35 0 0	27 8 5	..
FORFAR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	410 5 11	415 5 11	5 0 0	307 14 5	..	50 0 0	..	52 11 6
Academy	..	119	142	11	19	7	..	288	C.a,b,c,g,s,t. D.a. F.c H.w.	..	i										
KIRRIEMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	33 14 6	34 19 6	1 5 0	25 5 11	..	..	..	8 8 7
Reform Street	..	..	37	..	..	..	..	37	C.a,b,c,s.												
MONIFIETH S.B.	..	..	..	..	..	..	..	..	..	..	..	30 3 3	31 3 3	1 0 0	7 3 6	..	..	..	22 19 9
Monifieth	..	..	10	..	..	..	..	10	G.a,g,mc.												
MONIKIE S.B.	..	..	..	..	..	..	..	..	..	..	..	14 16 0	15 12 0	0 16 0	11 1 0	..	..	..	3 15 0
Monikie	..	21	..	..	..	..	..	21													
MONTROSE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	495 18 5	536 3 6	12 5 6	371 18 10	..	..	..	151 19 2
Academy	..	32	252	29	19	10	48	392	B.f,g. C.a. D.a(p.t.). G.h. H.c,d,l,m,n.	a,c,i,s.	p,sw.										
HADDINGTON.																					
ATHELSTANEFORD S.B.	..	..	..	..	..	..	..	..	..	..	..	17 0 0	20 2 0	1 2 0	9 19 11	9 0 0	..	..	0 0 1
Athelstaneford	..	24	24	..	..	..	..	24	C.b.												
BOLTON, S.B.	..	..	..	..	..	..	..	..	..	..	..	22 7 8	22 7 8	..	9 16 2	9 0 0	..	..	3 11 6
Bolton	..	..	15	..	..	..	..	15	E.g,mn.												
DUNBAR (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	..	68 12 11	69 14 11	1 2 0	45 11 1	17 19 6	..	..	5 2 4
East Barns	..	26	19	..	..	..	..	45	H.n.												
West Barns	..	41	..	..	..	..	..	41													
GLADSMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	33 1 9	34 16 9	1 15 0	24 3 7	9 0 0	..	1 17 9*	..
Macmerry	..	33	33	..	..	..	..	33	C.b.												

* This is a Credit Balance brought forward from Session 1904-1905.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
HADDINGTON—*contd.*																		
Haddington S.B.	..	..	..	..	..	..	..	..	..	..	117 17 9	132 8 8	14 5 6	88 8 4	9 0 0	..	..	20 9 5
Haddington	..	86	..	..	..	86	86	C.a,b,s. F.c. H.c,w.										
Haddington County Technical Education Committee	..	..	..	..	..	..	..	..	..	..	178 1 3	183 4 0	4 15 0	36 16 8	141 12 4	..	..	..
Ormiston	..	12	..	..	..	..	12	G.m,mi,su.										
Prestonpans	..	16	..	..	..	..	16	G.d,m,mi,su.										
North Berwick S.B.	..	..	..	..	..	..	..	..	..	..	22 5 0	23 15 0	0 15 0	16 13 9	..	..	..	6 6 3
High School	..	22	..	..	..	9	22	A.e. C.c. E.mn. G.a.		p.								
ORMISTON.																		
Ormiston (County Council)	..	12	..	..	..	..	12	G.m,mi,su.	..	..	*See* under Haddington County Technical Education Committee.							..
Prestonkirk S.B.	..	..	..	..	..	..	..	..	..	..	19 1 10	20 1 10	1 0 0	10 1 0	9 0 0	..	..	0 0 10
East Linton	..	25	..	..	..	..	25	C.a,b,c.										
PRESTONPANS.																		
Prestonpans (County Council)	..	16	..	..	..	..	16	G.d,m,mi,su.	..	..	*See* under Haddington County Technical Education Committee.							
Tranent S.B.	..	..	..	..	..	..	..	..	..	..	41 15 0	47 5 0	5 10 0	31 6 3	..	15 0 0	..	..
Tranent	37	37	..	..	..	..	74	C.a,b. E.m.										
INVERNESS.																		
Glenelg, S.B.	..	..	..	..	..	..	..	..	..	..	16 7 8	16 7 8	..	4 17 4	..	..	..	11 10 4
Glenaracardoch	17	..	..	..	..	..	17											
Inverness (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	388 15 5	400 7 5	20 12 0	291 11 7	..	..	..	97 8 10
High School	45	109	..	..	..	..	154	A.a. B.f.l. C.a,b,s. D.s(p.c.). E.m. F.s(p.c.).										

Technical School	..	134	..	..	..	..	134	G.c. m.c,i,n,w.																		
Technical School (Local Committee)	..	115	16	7	..	..	138	C.s. D.s,s(p.t.). F.b,c. G.bc,m,me,p.l	a,l.	..	254	10	4	319	6	6	39	7	6	163	4	8	200	0	0	..	147	14	0*	..	
KILMARNOCK S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	24	5	6	24	5	6	..			19	5	11	..			..			..	4	19	7
Culburnie	..	39	..	..	..	..	39	A.c. C.s,b. H.mn.																		
KINCARDINE.																										
ARBUTHNOTT, S.B. . ..	..	..	..	..	..	..	..	..	.. ..	..	.	31	19	4	37	3	9	..			23	19	6	..			..			.	13	4	3
Arbuthnott	..	14	..	..	..	..	14	H.w.																		
BERVIE S.B.	..	..	..	..	..	..	..	..	.. ..	..	.	23	3	0	23	3	0	..			12	3	10	..			..			..	10	14	2
Gourdon	37	..	..	..	..	..	37																			
DUNNOTTAR S.B.	..	..	..	..	..	.	..	..	.. ..	..	..	35	13	10	35	13	10	..			22	11	6	..			..			..	13	2	4
Brackmuirhill	..	28	..	..	.	..	28	G.ag.																		
FETTERCAIRN S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	47	19	11	47	19	11	..			35	19	11	..			.			..	12	0	0
Fettercairn	..	19	..	..	..	..	19	G.bb. H.cm,w.																		
FETTERESSO & RICKARTON S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	58	14	3	61	15	3	3	1	0	35	5	2	..			..			..	18	9	1
Cairnhill	..	18	..	..	..	..	18	H.mn. G.a.																		
Stonehaven	..	67	..	..	..	..	67	C.a,c,s. H.d.																		
FORDOUN S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	59	6	7	59	6	7	..			31	12	8	.			..			.	27	18	11
Fordoun	..	16	..	..	..	..	16	C.a,s.																		
Landsend	..	17	..	..	..	..	17	H.w.																		
GLENBERVIE S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	17	7	10	17	14	4	0	6	6	9	12	1	.			..			..	7	15	9
Glenbervie	..	17	..	..	..	..	17	A.e. C.a.																		
LAURENCEKIRK S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	60	15	7	60	15	7	..			45	11	8	..			..			..	15	3	12
Laurencekirk	..	39	..	..	..	..	39	C.b,s.																		
Redmyre	..	19	..	..	..	..	19	H.w.																		
KINROSS.																										
KINROSS COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	.. ..	..	..	158	16	10	193	4	4	34	7	6	119	2	7	39	14	3	..	..		..			
Blairingone	..	32	..	..	..	..	32	H.c.																		
Fossoway	..	42	..	..	..	..	42	H.a.																		
Kinross	..	124	..	..	..	..	124	C.s. G.bc,mc. H.d.																		
Orwell, Milnathort ..	..	60	..	..	..	..	60	H.a,n.																		
Portmoak, Kinnesswood		39	..	..	..	..	39	H.c,l.																		

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LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 52 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.						
			Division III.														BALANCE.		
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KIRKCUDBRIGHT.																		
IRONGRAY, S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 1 11	15 5 9	2 3 10	9 16 5	..	..	..	3 5 6
Shawhead	21	..	..	..	..	..	21											
KELTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	49 14 7	54 19 9	1 2 6	31 12 3	..	..	..	22 5 0
Gelston	..	44	..	..	..	..	44	A.c,e,h. C.a,b,c,s. E.d,mn, G.g. H.a.										
KIRKCUDBRIGHT S.B.	..	.	..	..	..	..	..	.. .. ..	..	..	51 12 5	55 14 8	4 2 3	24 10 11	..	..	..	27 1 6
Johnstone	..	37	..	..	..	..	37	C.a,b,c. H.c.										
KIRKPATRICK-DURHAM & URR COMBINED S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	15 5 3	15 5 3	..	11 3 11	..	..	4 0 0	..
Crocketford	..	20	..	..	..	..	20	A.e,g,h. C.a,c. E.mn.										
NEW ABBEY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	23 7 6	23 7 6	..	8 6 8	..	..	..	15 0 10
New Abbey	15	..	..	..	..	..	15											
TROQUEER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	91 6 1	91 3 5	0 2 4	54 15 2	..	..	..	36 10 11
Lauriesknowe	..	58	..	..	..	..	58	A.g. C.a,b,c,s,t,w. D.a. H.c,d.										
URR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	107 14 2	116 11 10	6 3 11	79 17 6	..	..	..	30 10 5
Dalbeattie	..	73	..	..	..	..	73	C.a,b,c,s,w. F.p. G.m. H.c,l,n,w.										
LANARK.																		
AIRDRIE (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	903 11 11	1,040 12 7	135 0 8	679 3 13	62 10 11	..	2 2 0	161 15 1
Academy	..	606	80	17	..	..	624	A.e. B.f,g,l. C.a,b,c,s,t. D.a. E.d,m. F.c. G.bc,d,ml,s. H.d,m.										
[illegible]	78	..	..	..	..	..	78											

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Avondale S.B. ..	..	..	..	..	..	..	..	..	..																				
Strathaven Academy	..	..	144	..	..	..	..	144	C.a,b,c,s,t. D.a,s(*p.t.*). F.s,s(*p.t.*). G.ag. H.c,d.																				
Blantyre S.B. ..	.	..	..	..	..	..	..	..	..	..	..	..	..	..	191	10	11	215	3	0	22	12	1	88	16	2	18	12	11	..	..	90	1	10
Auchinraith	..	..	94	87	..	..	..	12	193	C.b,s. H.a,c,d,n.			p.																			
Bothwell S.B. ..	..	..	..	..	..	..	.	..	..	..	..	..	..	1,084	13	10	1,090	0	7	5	6	9	743	14	4	181	2	1	..	..	209	17	5
Bellshill	..	..	134	181	..	..	..	..	315	C.b,s. H.c,d,n.																						
Bellshill Academy	..	..	..	44	..	..	..	..	44	R.m. F.c,p. G.a,bc,g,mi.																						
Bothwell	..	..	38	68	..	..	..	..	106	E.m. H.d,n.																						
Chapelhall	..	..	45	61	..	..	..	..	106	H.d,n.																						
Hamilton Palace Colliery			86	72	..	..	..	..	158	H.d,n.																						
Holytown	..	..	40	52	..	..	..	..	92	C.b,s. H.d,n.																						
Milnedge	..	..	53	33	..	..	..	..	86	H.c,d.																						
New Stevenston	..	..	45	79	..	..	..	..	124	C.b,s. E.g,mn. H.d,m.																						
Tannochside	..	..	102	55	..	..	..	..	157	C.s. E.s,d,mn.																						
Uddingston Grammar School			..	126	..	..	..	..	126	A.e. C.s,b,f,p,s. F.c,p. G.bc,d,m,me, mi,s. H.d,n.																						
Elmwood Convent School	..	..	30	..	..	..	..	30	D.s(*p.t.*). F.s(*p.t.*).	..	..	..	79	11	3	86	16	3	..			38	17	6	..	..	47	18	9	..			
Cadder S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	159	3	2	164	3	2	5	0	0	91	10	11	..	..	..	..	67	12	3
Auchinairn	..	..	..	39	..	..	..	..	39	A.e. C.a,w. H.d,n.																						
Auchinloch	..	..	8	13	..	..	..	..	18	H.c,d.																						
Bishopbriggs	..	..	.	55	..	..	..	..	55	C.a. D.a E.a,g,mn. Hd.																						
Chryston	..	..	..	42	..	..	..	..	42	A.e. C.a,b,s. H.d,m,n.																						
Calderhead S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	91	7	4	95	5	4	3	18	0	68	10	6	2	11	4	..	..	20	5	6
Dykehead	..	..	61	68	..	..	..	..	129	A.e. C.a. D.a. E.mn. G.g. H.n.																						
Cambuslang S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	933	16	0	1,032	5	1	18	5	10	461	9	4	110	3	1	..	..	442	6	10
Cambuslang	..	..	60	237	15	7	..	59	403	E.m. G.bc,d,mi. H.a,c,d,m,n,t.	c.		p.																			
Hallside	..	..	25	162	12	..	..	44	243	A.e. C.b,s. E.m. H.d,m,n.	l.		p.																			
Newton	..	..	125	88	..	..	..	59	262	C.a,g,s. E.a,mn. G.d,mi. H.a,c,d.			p.																			
Cambusnethan S.B. ..	..	..	..	..	.	..	..	..	..	..	..	..	..	1,496	4	6	1,546	16	8	50	12	2	1,026	17	8	224	11	0	..	..	244	15	10
Berryhill	..	..	148	168	..	..	..	..	316	A.e.B.f,l.C.a,b,s,t.E.m.F.m.G.d.H.d.																						
Cambusnethan	..	..	37	72	..	..	..	..	91	C.w. E.mn. H.d,n.																						
Newmains	.	..	41	91	..	..	..	..	132	A.e. C.a,b,s. D.a. E.m. H.d,n.																						
Waterloo	..	..	50	109	..	..	..	..	132	C,b. E.m. H.a,d,n.																						
Wishaw	..	..	60	266	..	..	..	..	326	A.e. C.a,b,s,t. D.a. H.c,cm,d,m,n.																						
Wishaw Technical School		..	..	123	49	7	..	..	179	A.e. B.f,g,l. D.s(*p.t.*) E.m. F.c. G.su.	a,l.																					
Carluke S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	333	10	5	337	6	3	23	15	10	226	9	5	46	12	10	..	..	60	8	2
Carluke	..	..	..	38	157	..	..	..	..	195	A.e. B.f,l. C.a,b,s. F.c,p. G.bc,m,mc. H.c,d,n.																						
Law	..	..	..	..	26	102	..	..	..	128	A.e. C.a,b,s. D.a. E.m. H.a,c,d,n.																						
Carstairs S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	49	9	2	49	9	2	..			18	0	11	6	0	4	..	..	25	7	11
Carstairs Junction	..	..	..	53	..	..	..	..	53	G.mc. H.d,n.																						

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LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 53 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
CLARKSTON S.B.	..	..	..	..	..	..	..	..	..	..	214 3 5	225 7 2	..	160 12 7	..	..	..	64 14 7
Calderceruix	80	..	..	..	..	..	80											
Clarkston	100	58	..	..	..	..	158	H.d,m.										
Drumbreck	76	..	..	..	..	..	76											
CRAWFORD.																		
Crawford	..	24	..	..	..	..	24	H.a.	..	..	14 4 7	16 15 7	2 11 0	4 8 6	..	..	9 16 1	..
CRAWFORDJOHN S.B.	..	..	..	..	..	..	..	..	..	..	46 1 6	49 11 6	..	27 1 6	9 0 6	..	..	13 9 6
Abington	..	42	..	..	..	..	42	A.e,g. C.a. D.a. H.d.										
Abington (Local Committee)	..	16	..	..	..	..	16	H.a.	..	..	17 13 9	18 5 3	..	4 10 10	..	..	13 14 5	..
DALSERF S.B.	..	..	..	..	..	..	..	..	..	..	90 12 0	90 12 0	..	67 19 0	17 1 0	..	..	5 12 0
Dalserf	..	13	..	..	..	..	44	H.d.										
Shawsburn	..	51	..	..	..	..	91	G.mi, su. H.d.										
DALZIEL S.B.	..	..	..	..	..	..	..	..	..	.	1,534 19 6	1,666 17 4	130 17 10	989 14 9	..	..	..	545 4 9
Craigneuk	..	..	..	..	..	..	36											
Dalziel	..	..	..	..	..	..	92											
High School	28	494	130	36	20	..	708	A.e,p. B.f,g,gr,l. C.b,s,t. D.a,s(*p.t*). E.d. F.c,me. G.bo,st. H.c,d,l, m,t,w.	i.									
Merry Street	..	..	..	..	..	..	601	C.b,s. G.a,g,m. H.a,c,d,m,n.										
Muir Street	..	..	..	..	..	..	178	G.m. H.d.										
DOUGLAS S.B.	..	..	..	..	..	..	..	..	..	..	59 17 6	66 15 0	6 17 6	43 12 9	6 7 3	..	..	9 17 6
Douglas	..	58	..	..	..	..	58	A.c,g. C.a,b. E.g,mn. H.c,d.										
DOUGLAS WATER S.B.	..	..	..	..	..	..	..	..	..	.	55 3 10	55 3 10	..	41 7 11	.	..		13 15 11
Douglas Water	16	40	..	..	.	40	80	C.b. E.m. G.i. H.d,m		m.								

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EAST KILBRIDE S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	89 11 0	92 17 0	3 0 0	18 0 0	0 2 10	..	..	10 3 3
East Kilbride	..	30	..	..	..	..	30	A.e. E.mn, G.a,d. H.n.											
GLASGOW (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	14,836 12 7	18,675 4 11	3,795 16 4	10,652 10 11	..	..	340 .0 0	3,886 17 8
Abbotsford	..	382	11	1	..	22	405	A.e. B.f,gr,l. C.a,b,c,s. E.m. F.h. G.m. H.d,m,n,s.	l.	m.								
Adelphi Terrace	238	180	.	..	..	204	469	C.a. E.a,mn. H.d,m,n, w. ..	..	p.								
Calton	161	181	..	..	..	..	342	A.e. C.a,b,c,s. H.d,m,n.										
Camden Street	105	297	..	..	..	..	402	C.b,s. F.h. H.c,d,m,n,s.										
Crookston Street	201	236	19	6	..	..	543	A.e. B.f. C.a,b,s. H.c,d,m,n. ..	l.									
Dunard Street	178	370	..	..	..	66	540	A.e. C.a,b,p,s,t. G.m. H.d,n. ..	..	p.								
Girls' High School	..	24	..	..	..	13	37	F.c,h.	..	p.								
Gorbals	188	275	21	..	..	..	474	C.b,s. E.m. G.g. H.c,d,m,n. ..	a,l.									
Grove Street	121	361	..	..	..	..	453	C.b,s. E.m. H.c,d,m.										
High School	..	705	51	4	..	130	835	A.e,g,p. B.ga. C.a,b,c,s,w. E.m. G.m.	a,i,l.	e,m,p.								
John Street, Bridgeton ..	133	796	94	23	..	63	1016	A.e. B.f,g. C.a,b,s. E.m. F.p. H.c,d, e,m,n,w.	a,l.	p.								
Kennedy Street	129	110	..	..	..	126	319	A.e. C.a,b,p,s,w. E.m. H.d,m. ..	..	m,p.								
Kent Road	155	718	48	13	..	54	945	A.e. C.a,b,s. D.a. E.m. G.a,m. H.c, e,n,w.	a,l.	m,p,wc.								
Keppochhill	63	128	..	..	..	..	191	A.e. C.a,b,s. D.a. E.m. H.d,m,n.										
Milton	117	58	..	..	..	..	175	C.b,s. H.c,d,m,w.										
Napiershall	139	513	45	..	..	33	673	A.e. C.a,b,c,s. E.m. G.a,g. H.a,c,d, m,n.	i.	p.								
Newlands	95	114	..	..	..	47	239	A.c,e. C.a,b,c,p,s,w. E.mn. G.a. H.c, d,m,n.	..	p.								
Oakbank	74	85	..	..	..	27	157	A.e. C.a. E.m. G.a. H.d,m,n. ..	..	m.								
Oatlands	96	177	..	..	..	..	273	C.a,b,s. E.m. H.d,m,n.										
Petershill	114	370	28	18	..	18	543	A.e. C.a,b,c,s. E.mn. G.e,m. H.c,d,w.	i.	wc.								
Provanside	..	1417	54	2	3	30	1506	A.e,g,h. C.a,b,c,s. E.m. F.c,m,p. G. m. H.c,d,m,n,w.	a,i,l.	p.								
Pupil Teachers' Institute ..	..	337	..	..	..	..	337	A.e. B.f,l. D.a(*p.t.*). E.m. F.s(*p.t.*). H.n.										
Springburn	119	203	..	..	..	..	322	A.e. C.a. E.mn. G.a,d,m. H.c,d,m,n,s.										
Springfield	78	158	..	..	..	..	236	A.e. C.a,b,s. D.a. E.a,g,mn. G.d. H.c, d,m,n,w.										
Townhead	188	212	..	..	..	..	395	A.e. C.a,b,s. E.m. F.h. H.c,d,m,n,s.										
Tureen Street	186	92	..	..	..	72	258	A.e. C.a,b,s. H.w.	..	p, wc.								
Washington Street	100	96	..	..	..	..	196	A.e. C.a,b,s. E.m. H.c,d,m,n,w.										
Whitehill	81	1096	57	8	2	175	1332	A.e,p. B.gr,l. C.a,b,g,p,s,w. E.m. F.p. G.d,m,me,s. H.c,e,n,w. ..	a,i,l.	e,m,p. wc.								
Woodside	160	909	75	18	..	250	1299	C.a,b,s,w. D.a. E.m. F.c. H.c,d,m, n,s,w.	a,l.	m,p,wc.								
Charlotte Street Convent School.	..	80	..	..	..	..	80	D.s(*p.t.*). F.s(*p.t.*).	..	..	176 11 4	205 0 4	..	132 8 6	..	..	72 11 10	..
St. Mungo's Academy R.C. ..	..	55	..	..	..	..	55	D.s(*p.t.*). F.s(*p.t.*).	..	..	109 7 0	136 2 6	1 5 6	82 0 3	..	..	52 16 9	..
School of Cookery and Domestic Economy.	..	40	..	..	..	..	40	F.h. .. .. —	..	..	14 13 0	28 13 0	14 0 0	10 19 9	..	..	3 13 3	..
United Y.M.C.A. (Christian Institute).	..	675	..	..	..	72	747	A.e, B.f,g. C.a,b,c,p,s,t,w. G.m,mc. H.c.	..	e,p.	386 5 4	876 17 10	363 2 6	289 14 0	146 0 0	..	78 1 4	..
United Y.M.C.A. (Govan Section).	..	69	64	19	..	..	152	E.m. G.g,na.	i.	..	190 14 0	247 11 6	56 17 6	143 0 6	50 0 0	..	4 3 0	..
United Y.M.C.A. (Southern Section).	..	144	..	..	..	..	144	A.e. B.f,g,l. C.a,b,s,w. E.m. G.g,m, mc.	..	—	89 3 3	181 17 11	92 14 3	61 11 0	..	..	27 12 3	..

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 53 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Govan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	6,052 9 0	7,499 15 5	1,427 19 3	4,539 6 9	..	..	120 0 0	1,412 9 5
Bellahouston Academy ..	..	523	90	15	..	24	654	A.e. C.a,b,p,s,t. E.m. F.c.m. H.w.	s,l,l.	m.								
Copeland Road	86	76	..	..	..	..	162	A.e. C.a, H.c,d,m,n,w.										
Fairfield	165	201	8	..	..	..	394	A.e. B.f, C.a, b,s, E.m, H.d, m,n. ..	i.									
Govanhill	153	..	..	..	..	..	153											
Hillhead	..	212	10	..	..	..	222	A.e. B.f,g, C.a,b,p,s,t. E.m.	i.									
Hill's Trust	50	..	..	..	..	..	50											
Lambhill Street	88	..	..	..	..	..	88											
Lorne Street	25	97	..	..	..	..	222	H.c,d,l,m,n.										
Partick, Hamilton Crescent ..	..	533	52	..	..	106	654	A.e,B.f.g, C.a,b,p,s,t. E.m.F.m, H.w.	s,l,l.	e,m,p,wc								
Partick, Rosevale Street ..	154	..	..	..	..	..	154											
Partick, Stewartville ..	88	193	..	..	..	..	281	H.c,d,l,m,n.										
Pollokshields, Albert Road ..	..	431	18	11	..	..	440	A.e.C.a,b,s,t.E.m,F.c,m,n,H.c,d,m,n.	s,l.									
Pupil Teachers' Institute ..	..	217	..	..	..	..	217	D.s(*p.t.*). F.s(*p.t.*).										
Strathbungo	.	987	80	20	8	75	1105	A.e.C.a,b,p,s,t. E.m. H.c,d,m,n,w.	s,l,l.	e,m.								
Whiteinch	113	34	..	..	..	..	147	H.c,d,m,n.										
Anderson's College Medical School	..	2	9	2	..	..	13	.. .. ..	s.	..	42 8 6	53 8 6	11 0 0	1 16 4	7 10 0	..	3 2 2*	..
Dowanhill Academy, Roman Catholic	..	183	..	..	..	57	183	A.e,g,h. B.f. C a. D.a, s (*p.t.*). E.s. F.h, pl,s,s(*p.t.*). H.e,n.	..	m.	537 1 0	537 1 0	..	402 15 9	..	50 0 0	84 5 3	..
Hamilton (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	2,479 6 0	2,714 10 9	223 7 3	1,859 9 6	..	..	..	631 14 0
Academy	..	247	100	61	59	16	483	C.p,s, D.a,s,s(*p.t.*). F.c,h,m. G.bc,br, el, mc, me, mi,s. H.a,b,c,n,w.	s,c,d,l.	p.								
Bankford Street	43	57	..	..	..	41	105	C.s,b,c,s. D.a. H.a. ..	..	m.								
Bent Road	24	257	12	..	..	..	293	H.s,c,d,l,m,n. ..	d.									
St. John's Grammar School	27	33	..	..	..	..	60	A.e. D.a. G.s,d,m. H.w.										
Hamilton (Landward) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,050 3 9	1,085 19 5	26 15 3	626 18 5	46 13 10	..	..	385 6 6
Farmiegair	50	103	..	..	..	..	103	D.a. E.m. H.a,c,d.										
Glenlee	59	229	..	..	..	..	288	A.e. C.b,s. D.a. E.m. H.a,c,d,n.										
Greenfield	41	145	..	..	..	..	186	C.a. E.s,m. (Inst). H.a,d,m.										

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Quarter..	20	60	..	..	..	..	80	E.a,inn. H.a,d.																	
LANARK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	129	8	0	132	15	6	8	7	6	83	9	8	..	..	..	45	18	4
Grammar School	23	100	..	..	..	..	113	C.a,b. F.s. H.c,d,w.																	
Grammar School (County Cnl.)	..	27	..	..	..	..	27	D.a(*p.t.*). F.s(*p.t.*).	..	..	*See* under Lanark County Technical Education Committee.														
LANARK (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	21	2	6	21	2	6	..			11	18	11	3	19	8	..	..	5	8	11
New Lanark	..	36	..	..	..	..	36	H.d,n.																	
LANARK COUNTY TECHNICAL EDUCATION COMMITTEE ..	..	..	..	..	..	..	..	.. .. ..	..	..	229	15	1	273	5	1	43	10	0	111	4	7	118	10	6	..	..	..	..	
Airdrie (Burgh) Academy ..	..	40	..	..	..	..	40	D.a(*p.t.*). F.s(*p.t.*).																	
Lanark (Burgh) Grammar School	..	27	..	..	..	..	27	D.a(*p.t.*). F.s(*p.t.*).																	
LARKHALL S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	826	17	4	844	9	10	..			620	3	0	142	18	0	..	..	81	13	10
Academy	145	596	38	26	..	..	771	D.a,s(*p.t.*). E.m. F.c. G.ag,bc,m. H.b,c,d,l,m,n,t.	c,l.																		
LESMAHAGOW S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	96	18	0	96	18	0	..			38	19	10	33	1	11	..	..	24	16	3
Bellfield	..	34	..	..	..	..	34	A.e. E.m. G.m,mi,su.																	
Senior	22	14	..	..	..	..	36	E.m.																	
MARYHILL S.B.	.	..	..	..	..	..	..	.. .. ..	..	..	329	16	4	370	18	4	41	2	0	213	10	0	..			..	..	116	6	4
Possilpark	24	148	12	5	..	..	187	A.e. C.a,b,g,s,t. D.a. E.m. G.bc,g,mc. H.d,m.	f.																		
OLD MONKLAND S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	2,455	5	11	2,974	3	4	512	11	5	1,841	9	5	259	2	5	..	3 13 5	357	6	8
Baillieston	47	19	..	..	..	..	66	H.c,n.																	
Bargeddie	..	60	..	..	..	..	60	A.e,g,h. C.a. E.mn. H.c,n.																	
Calderbank	48	..	..	..	..	..	48																		
Coatbridge	..	192	..	..	..	..	192	A.c,e. C.a,b,w. H.c,d,m,n.																	
Coatbridge Langloan .	46	..	..	..	..	..	46																		
Coatbridge Technical School	..	297	155	117	25	..	594	.. .. .	a,c,l.																
Coatdyke	50	7	..	..	..	..	57	H.d.																	
Gartsherrie Works	73	..	..	..	..	..	73																		
Mount Vernon	..	34	..	..	..	..	34	A.e. C.a. H.c,d.																	
West Maryston	..	52	..	..	..	..	52	A.e. C.a,b,g. H.c,n.																	
Whifflet	88	32	..	..	..	..	120	H.c,d.																	
RUTHERGLEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	263	14	9	281	3	6	17	8	9	186	19	4	..	..	..	..	76	15	5
Macdonald	94	163	..	..	..	..	257	C.a,b,c,s. D.a. G.m. H.c,d,m,n.																	
Stonelaw	..	18	..	.	..	..	18	D.a(*p.t.*).																	
SHETTLESTON S.B.	..	..	..	..	..	..	..	.. .. .	..	..	500	19	7	549	2	7	48	3	0	375	14	8	10	16	8	..	..	114	8	3
Wellshot	120	397	15	9	..	32	511	C.a,b,c,s. D.a,s(*p.t.*). G.p. H,c,d,n.	f.	p.															
SHOTTS S.B.	..	..	..	..	..	..	..	.. . ..	..	..	375	18	4	383	7	11	7	9	7	195	13	0	29	16	11	..	..	150	8	5
Benhar	69	71	..	..	..	..	109	C.a. E.m. F.m. H.a,c.																	
Cleland and Omoa	61	106	..	..	..	26	172	A.e. C.s. G.bc,mi. H.c,m,n.	..	..	p.														
Greenhill	32	..	..	..	..	..	32																		
Harthill	43	..	..	..	..	..	43																		
Shotts	30	20	..	..	..	..	50	G.mi.																	

* This includes a credit balance of 2s. 6d. brought forward from Session 1904–5.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW.																		
Bathgate (Burgh) S.B. ..	..	..	..	..	..	..	..	—	..	..	140 13 2	150 6 5	9 13 3	96 17 9	..	..	..	43 15 5
Bathgate	88	152	..	..	..	..	240	E.a,g mn. G.a,m. H.c.										
Bathgate (County Council) ..	..	156	12	5	..	..	173	C.s. D.s(*p.t.*). E.d. F.m. G.m,mi,s,su.	i.		*See* under Linlithgow County Technical Education Committee.							
Bathgate (Landward) S.B.	..	..	..	..	..	..	..	—	..	..	79 11 11	81 17 11	2 6 0	57 13 4	..	..	..	21 18 7
Armadale	45	85	..	..	..	..	130	E.a,mn. G.a,g. H.a,d.										
Bo'ness & Carriden.																		
Bo'ness (County Council) ..	..	59	32	12	..	..	103	F.c.	c,i.	..	*See* under Linlithgow County Technical Education Committee.							
Dalmeny S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	67 14 7	68 9 7	0 15 0	20 4 1	—	..	..	47 10 6
Dalmeny	..	16	..	..	..	..	16	A.e. C.a.										
South Queensferry	..	22	..	..	..	..	22	C.a,c,w. E.mn.										
Kirkliston S.B.	..	..	..	..	.	..	..	.. .. ..	..	..	35 0 1	36 6 1	1 6 0	19 1 2	..	..	..	15 18 11
Winchburgh	20	20	..	..	..	..	33	G.m.										
Kirkliston (County Council) ..	..	16	..	..	..	..	16	H.c.			*See* under Linlithgow County Technical Education Committee.							
Linlithgow.																		
Linlithgow (County Council)..	..	78	22	14	..	..	114	G.el,m su. . ..	c,i.	..	*See* under Linlithgow County Technical Education Committee.							
Linlithgow County Technical Education Committee.	..	..	..	..	..	..	..	.. .. ..	..	..	964 12 2	997 19 7	18 2 0	545 3 8	434 13 11	..	..	..
Bathgate	..	156	12	5	..	..	173	C.s.D.s(*p.t.*). E.d.F.m. G.m,mi,s,su.	i.									
Bo'ness	..	59	32	12	..	..	103	F.c.	c,i.									
Kirkliston	..	16	..	..	..	..	16	H.c.										
Linlithgow	..	78	22	14	..	..	114	G.el,m,su.	c,i.									
Torphichen	..	21	..	..	..	..	21	H.c.										
Torphichen, Blackridge ..	..	12	..	..	..	..	12	H.c.										
Uphall, Broxburn	..	53	40	21	..	..	114	G.su.	c.i.									

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Westfield	11	3	..	..	..	..	14	E.a,mn.															
Woodland	38	34	..	..	..	..	56	E.a,mn.															
Torphichen (County Council)	..	21	..	..	..	..	21	H.c.				See under Linlithgow County Technical Education Committee.											
Torphichen Blackridge (County Council).	..	12	..	..	..	..	12	H.c.				do.						do.					
UPHALL S.B.	..	..	..	..	..	..	..	.. —				208	0	1	218	15	10	7	13	9	91	5	11	8	5	11	..	..	111	10	8
Broxburn	62	64	..	..	..	..	126	A.e.C.a,b,g. E.mn. G.m. H.c,n.															
Uphall	19	14	..	.	..	..	28	C.b,c,g. G.m.															
Uphall, Broxburn (County Council).	..	53	40	21	..	..	114	G.su. . c,i. ..				See under Linlithgow County Technical Education Committee.											
WHITBURN S.B.	..	..	..	..	..	..	..	—				54	17	2	55	4	8	0	7	6	31	18	5	..			..	..	22	18	9
Fauldhouse	30	19	..	..	..	..	42	E.a,g.															
Whitburn	22	15	..	..	..	..	37	E.a,mn.															
NAIRN.																							
CAWDOR S.B.	..	..	..	..	..	..	..	.. — —				23	15	0	23	15	0	..			14	17	3	..			.	..	8	17	9
Cawdor	..	25	..	..	..	..	25	A.g, C.a,w. F.n.															
NAIRN (BURGH) S.B.	..	..	..	..	..	..	..	.. ..				45	0	6	45	0	6	..			20	15	6	..			..	..	24	5	0
Church Street	19	61	..	..	..	4	80	A.e C.a,b,g,w.				..	..	p.																	
Rose's Academical Institution	..	32	..	..	.	..	32	C.a. D.a (p.t.), G.bc.				42	5	6	44	7	6	2	2	0	11	3	7	45	2	8	..	81	8	6*	..		
ORKNEY.																							
CROSS AND BURNESS (INCLUDING NORTH RONALDSHAY) S.B.	..	..	..	..	..	..	..	.. —				19	8	0	19	8	0	..			14	7	0	..			..	..	5	1	0
North Ronaldshay	23	..	..	..	..	..	23																
ORPHIR S.B.	..	..	..	..	..	..	..	.. . .. .				19	3	6	19	3	6	..			16	15	7	..			..	..	2	7	11
Kirbister	..	24	..	..	..	24	24	G.ag. H.n. .. .. m.															
SOUTH RONALDSHAY AND BURRAY S.B.	..	..	..	..	..	..	..	.. ..				14	1	0	14	1	0	..			10	3	10	..			..	..	3	17	2
Tomison's	13	..	..	..	..	..	13																
PEEBLES.																							
INNERLEITHEN S.B.	..	..	..	..	..	..	..	.. ..				59	16	11	63	6	2	1	0	0	44	17	8	..			..	..	17	8	6
Innerleithen	..	65	..	..	..	..	65	A.e. B.f. C.a,b,s. E.a. G.g.															
PEEBLES.																							
Kingsland	11	69	..	..	..	..	80	C.b,s. D.a. G.bc,mc. H.c.				62	14	5	78	2	0	15	7	7	32	18	7	36	0	0	..	17	15	11*	..		
WEST LINTON S.B.	..	..	..	..	..	..	..	.. ..				20	16	0	22	9	0	1	5	0	9	19	8	..			..	..	11	4	4
West Linton	13	..	..	..	..	..	13																

* These are Credit Balances brought forward from Session 1904–5.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :— Division II.	Division III.	Division IV	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was met. Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
PERTH.																		
ALYTH S.B.											53 7 3	53 7 3	..	13 8 1	36 17 0	..	13 3 5*	..
Alyth		40					40	C.b,s. D.s(*p.t.*). E.mn. F.s(*p.t.*). G. bc,g.										
ARDOCH, S B.											19 5 0	19 5 0	..	9 13 0	..	..	..	9 12 0
Braco	16						16											
AUCHTERARDER S.B.											63 18 0	63 18 0	..	31 18 4	12 0 0	..	..	19 19 8
Auchterarder	15	69					84	H.a,n.										
BLAIR ATHOLL S.B											29 10 7	29 10 7	..	8 5 10	16 0 0	..	..	5 4 9
Blair Atholl	14	11					25	H.n.										
BLAIRGOWRIE S.B											220 1 7	222 14 2	2 12 7	81 14 1	109 1 0	..	..	29 6 6
Blairgowrie	21	103					123	C.a,b,s. D.s(*p.t.*). E.m. F.s(*p.t.*). G.bc,e,g. H.d,m.										
COUPAR ANGUS S.B											97 9 8	100 0 11	1 1 0	47 0 6	41 10 6	..	..	10 8 11
Coupar Angus	24	49				11	73	B.f. C.a,b,p,s. D.a. G.bc,m. H.c,l,n.		p.								
CRIEFF S.B.											64 17 9	68 5	3 7 6	27 8 11	..	..	..	37 8 10
Crieff		48					48	C.a,b,s,w.										
DULL S.B.											70 16 2	76 12 2	1 0 0	33 3 11	36 6 7	..	..	6 1 8
Aberfeldy	11	29					40	A.e,g. C.a,s. D.a.										
Dull	10						10											
DUNBLANE S.B.											220 6 9	248 16 0	9 11 8	121 12 8	78 19 8	..	..	38 12 10
Dunblane	20	117				24	148	C.a,e,s. D.a. G.bc. H.c,d,l,n,w.		m.								
Klubuck	24	12					31	H.n.										

Royal	..	7	..	..	..	..	7	C.a,b. E.m.																					
DUNNING S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	23	13	2	23	13	2	..	9	12	1	9	0	0	..	..	5	1	1
Dunning	15	4	..	..	..	..	16	C.s.																					
FORTINGALL S.B. .. .	..	..	..	..	..	..	..	..	..	.. .. ..	..	.	..	16	4	2	18	8	2	..	9	7	10	8	0	0	..	..	1	0	4
Fortingall	16	13	..	..	.	..	29	C.b. E.mn.																					
KENMORE S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	19	19	11	19	19	11	...	7	9	2	7	0	0	..	..	5	10	9
Achara	9	..	..	..	..	..	9																						
KILMADOCK S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	73	5	2	74	13	2	1	8	0	41	1	5	24	3	3	..	..	8	0	6
Deanston	..	42	..	..	..	..	42	H.d,n.																					
Doune	..	30	..	..	..	..	30	C.s. H.n.																					
KINLOCH RANNOCH S.B. ..	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	21	16	2	21	16	2	..	4	10	0	8	0	0	..	..	9	6	2
Kinloch Rannoch	..	4	..	..	..	..	4	F.m. G.me,s.																					
KIRKMICHAEL S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	14	0	0	14	0	0	..	7	2	0	..			..	..	6	18	0
Ballintuim	18	..	..	..	..	..	18																						
LITTLE DUNKELD S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	39	17	6	40	7	8	..	15	8	7	19	0	0	..	..	6	4	1
Little Dunkeld	..	13	..	..	..	..	13	A.e., E.m.																					
Murthly and Airntully ..	..	10	..	..	..	..	10	C.a,b. E.mn. G.d.																					
MOULIN S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	71	3	6	75	3	6	4	0	0	19	9	1	35	0	0	..	..	16	14	5
Pitlochry	8	28	..	..	..	..	36	C.a,s,w. F.s. G.m. H.d.																					
PERSIE S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	23	3	0	23	3	0	..	17	7	3	7	0	0	..	..	..		
Blackwater	14	15	..	..	..	..	29	C.a,b,g,w. E.g,m,mn. Hn.																					
Strone of Cally	..	5	..	..	..	..	5	A.e. C.a. Da.																					
PERTH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	1413	12	11	1642	4	11	228	12	0	1060	4	8	..			353	8	3
Academy	..	158	45	33	..	..	236	A.e. B.l. D.s(*p.t.*). F.b,m,s(*p.t.*). H.l. ..	..	a,l,l.																				
Caledonian Road	156	1202	..	..	..	17	1358	C.b,p,s,t. H.c,d,l,m,n.	..	..	m.																		
Southern District	130	115	..	..	..	36	245	A.c,e,g. C.a,b,s.	..	..	p.																		
Sharp's Institution	..	184	32	19	7	..	242	C.t. D.s. G.p. H.w.	..	a,c,t,m,s.	..	360	18	5	420	7	11	59	9	6	270	13	10	..			..	188	10	7†	..	
ST. MARTIN'S S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	23	10	0	26	6	4	..	17	6	6	10	0	0	..	..	..		
Balbegrie	34	..	..	..	..	..	34																						
Guildtown	12	..	..	..	..	..	12																						
RENFREW.																													
CATHCART S.B.	..	..	..	..	..	..	..	..	..	.. .. ..	..	..	..	567	12	2	728	10	8	160	18	6	334	13	9	..			232	18	5
Cathcart	..	60	..	..	.	..	60	C.a,b,c,s. H.d,m.	..																				
Queen's Park	..	419	..	..	..	12	431	A.e. B.f.g. C.a,b,s. D.s, F.s. G.bc, d,m. H.c,d.m,n.	..	..	wc.																			

* This is a credit balance brought forward from Session 1904–5.

† This includes a credit balance of £85 4s. 3d. brought forward from Session 1904–5.

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LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN							SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE. Subscriptions or other Sources.	BALANCE. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*																		
EASTWOOD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	578 8 2	630 0 8	55 2 6	358 3 6	0 10 0	..	..	221 4 8
Pollok Academy	34	111	..	..	..	..	145	A.e. C.a,b,s. G.m. H.c,d,m,n.										
Shawlands Academy ..	29	221	10	..	..	40	300	A.e. B.f. C.a,b,s. F.p. G.m. H.c,d, m,n. ..	c.l.	p.								
Thornliebank	16	98	..	..	..	55	113	A.e. C.a,b,s. D.s. H.d,m,n. ..	..	p.								
GOUROCK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	124 15 2	127 5 2	2 10 0	71 3 8	..	..	..	53 11 6
Central	17	90	..	..	..	26	127	A.e. C.a,b,s. E.g. H.c,d.m. ..	..	m.								
GREENOCK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	2463 15 9	2717 14 5	244 17 10	1847 16 10	2 10 0	..	..	622 9 9
Ardgowan	..	219	..	..	..	..	219	A.e. B.f,g,l. C.a,b,p,s,t. H.a. H.n.										
Belville Place	35	73	34	..	..	..	142	B.f. C.a,b,s.	l.									
Highlanders' Academy ..	56	155	..	..	..	..	211	C.a,b,s.	l.									
Holmscroft	61	228	..	..	..	..	289	C.b,s. H.d,n.										
Mearns Street	74	166	15	12	..	..	267	D.s. E.a,mn. G.a,d. ..	c.									
Oral School for the Deaf ..	..	13	..	..	..	..	13	A.e. C.a,w. H.n,w.										
Pupil Teachers'	..	32	..	..	..	..	32	D.s(*p.t.*). F.s(*p.t.*).										
St. Andrew's Square	..	81	..	..	..	..	81	H.d,n.										
Technical School	..	357	257	108	52	..	774	H.c.	s,l,s.								..	
INVERKIP S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 10 0	14 5 0	0 15 0	7 5 4	..	..	..	6 4 8
Inverkip	..	16	..	..	..	..	16	E.mn, F.b. G.g.										
KILBARCHAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	288 3 0	291 16 0	3 13 0	179 5 0	6 10 0	..	..	102 8 0
Bridge of Weir	30	110	..	..	..	..	140	C.a,b,s. E.m. H.a,c,d,n.										
Kilbarchan	26	103	..	..	..	..	129	C.b,s. G.m,mo. H.c,d,m.										
Linwood	36	..	..	..	..	..	36											
KILMACOLM S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	28 5 0	44 10 0	1 5 0	9 10 7	..	..	..	13 14 5
Kilmacolm	..	92	..	..	..	..	92	C.a. E.mn. H.n										

Orphan Homes of Scotland School	209	104	..	..	..	13	210	G.n. H.a,c,e.	..	..	m.	156	6	2	156	6	2	..	117	4	7	3	10	0	..	85	11	7	..
LEVERN S.B.	..	..	..	..	..	..	..	..	..	..	..	60	10	6	62	12	6	..	34	7	4	..			..			..	28	5	2
Levern	..	..	..	21	23	..	..	..	.	43	E.m. H.n.																				
LOCHWINNOCH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	117	8	4	117	8	4	..	87	17	6	4	14	9	..	..	24	11	1
Lochwinnoch	..	..	..	65	92	..	..	..	..	157	D.a. H.d,n.																				
MEARNS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	80	5	4	84	6	10	4	1	6	18	4	5	..	..	..	12	0	11
Mearns	..	..	..	..	29	..	..	..	..	29	A.e. C.a,b,s.																				
NEILSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	634	3	9	655	13	5	18	0	0	456	2	0	2	10	0	..	..	181	1	5
Barrhead	..	..	..	..	226	..	..	..	..	226	D.a. F.s. G.bc,m,mc. H.a,c,d.																				
Cross Arthurlie	..	..	145	..	..	..	..	57	188	..	..	..	p.																		
Grahamston	..	..	..	35	12	5	4	..	56	..	..	..	c.																		
Neilston	..	..	30	69	..	..	..	15	108	H.a,c,d.	..	..	..	p.																	
Uplawmoor	..	..	18	14	..	..	..	..	32	H.a.																					
PAISLEY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1696	19	8	1945	2	2	248	2	6	1272	14	9	1	10	0	..	9	16	0	412	18	11
Camphill	..	..	..	266	25	..	..	21	312	D.a,s(*p.t.*). F.s. G.g.				i.	p.																
Carbrook Street	..	..	161	256	..	..	..	..	417	A.e. C.a,b,s. H.c,d,n,w.																					
East	..	..	170	145	..	..	..	..	315	A.e. C.a,b,s.																					
George Street Central	..		69	..	..	..	..	..	69																						
North	..	..	101	..	..	..	..	..	101																						
Oakshaw	..	..	..	733	..	..	..	..	733	A.e. B.f,g. C.a,b,c,s,t. H.c,d,n,w.																					
South	..	..	95	..	..	..	..	..	95																						
St. Margaret's Convent School	..		..	44	..	..	..	..	44	D.s(*p.t.*). F.s(*p.t.*).	..	..	..	87	8	9	93	6	5	5	13	6	65	11	7	..	..	22	1	4	..	
Technical School	..	..	..	408	91	43	21	..	558	A.e. B.f,g, D.a,s(*p.t.*) E.d m. F.c,m,p. G.ag,bc,br,el,m,mc,me,na,s.	a,i.	..	2384	5	11	2872	9	5	405	1	0	1295	16	0	1007	18	1	765	8	8	1219	12	1*	..	
PAISLEY (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	331	14	4	426	11	11	44	17	7	283	19	0	..		..		..		97	15	4
Cardonald	..	..	..	37	..	..	..	..	37	H.a,c.																					
Elderslie, Wallace	..	..	7	33	..	..	..	..	40	C.a,c. E.g. H.c.																					
Inkermann	..	..	24	35	..	..	..	29	58	C.a,b,c. H.a,c,n.	..	..	m.																		
Johnstone	..	..	111	182	..	..	..	..	298	C.b,s,t. D.a(*p.t.*), G.m,mc,me. H.a,c,d,n.																					
Nethercraigs	..	..	..	43	..	..	..	25	68	G.m. H.d	..	..	m.																		
PORT GLASGOW (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	426	5	9	503	10	9	82	5	0	319	14	4	54	10	0	..	..	52	1	5
Chapelton	..	..	..	51	..	..	..	..	51	G.a,d. G.na.																					
Jean Street	..	..	90	341	..	..	..	..	431	B.f,g. C.b,s. G.b,bc,g,m,mc,me,na,s. H.c,d,n.	..	..																					
Boys' Brigade	..	..	..	29	..	.	..	51	51	H.a.	..	..	..	p.	19	16	4	36	12	9	..			14	3	2	..		15	0	0	9	7	..		
RENFREW (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	104	13	1	113	17	11	9	4	10	87	3	9	..		..		..		67	9	4
Blythswood Testimonial	..	16	27	..	..	..	..	..	43	E.m. G.g,mc,na.																					
RENFREW (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	260	18	9	266	3	5	5	4	8	195	14	1	..		..		..		65	4	8
Moorpark	..	..	43	112	..	..	..	..	155	C.p,s. D.a. G.m. H,c,d,n.																					
Oswald	..	..	44	20	..	..	..	..	57	H.d,m.																					

Name of Continuation Class Center.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROSS and CROMARTY.																		
EDDERTON S.B.	..	..	..	..	..	..	..	..	..	..	7 1 7	11 3 2	..	6 3 11	..	..	..	4 19 3
Edderton	..	7	..	..	..	..	7	H.w.										
FODDERTY S.B.	..	..	..	..	..	..	..	..	..	..	20 17 0	22 9 0	..	11 2 1	..	..	..	11 6 11
Fodderty	..	24	18	..	..	28	36	E.mn. G.g.	..	m.								
KNOCKBAIN.																		
Arpafeelie, St. John's Episcopal School	..	18	..	..	..	16	18	C.b,s. G.h.	..	m.	21 16 0	23 1 6	1 5 6	10 7 6	..	..	11 8 6	..
ROSS AND CROMARTY COUNTY SECONDARY EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	24 15 8	70 18 2	..	21 13 8	49 4 6	..	..	..
Stornoway, Nicolson Institute	..	24	..	..	..	..	24	F.s(*p.t.*).										
ROSSKEEN S.B.	..	..	..	..	..	..	..	..	..	..	26 17 11	28 2 11	..	21 1 8	10 0 0	..	..	..
Invergordon Academy	..	10	..	..	..	..	10	F.s(*p.t.*)									..	
ROXBURGH.																		
ANCRUM S.B.	..	..	..	..	..	..	..	..	..	..	14 6 0	14 6 0	..	8 2 7	..	..	..	6 3 5
Sandystones	..	14	..	..	..	..	14	A.g. C.a,s,w.										
HAWICK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	708 17 10	775 11 0	40 7 10	436 12 4	..	..	42 12 0	255 18 10
Buccleuch	89	129	..	..	..	..	218	C.a,b,c,s,t. H.c,d,n.										
Buccleuch Memorial Institute	..	190	25	14	12	..	238	B.f,g. D.a,s(*p.t.*). E.mn. F.c,m,s, s(*p.t.*) G.bc,d,m,ms. H.s.	s,t.									
KELSO S.B.	..	..	..	..	..	..	..	..	..	..	20 0 6	20 5 0	0 7 6	15 0 4	..	..	..	5 0 3
Kelso	..	31	..	..	..	..	31	A.c. C.a,s. D.s.										

SELKIRK.																									
Galashiels (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	702	5	2	881	12	2	87	18	10	517	9	2	..	..	65	0	0	211	9	2
Roxburgh Street	..	..	68	239	3	3	..	..	363	B.f,g. C.a,b,s. D.s(*p.t.*). G.m,mc. H.a,c,d,w.	a.																					
Technical School	..	..	..	98	25	13	8	..	144	F.p. G.bc,e.	i.																					
Selkirk (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	150	1	5	195	5	9	16	2	1	107	18	4	20	0	0	..	9	3	5	42	1	11
Junior	..	..	..	..	76	..	..	..	76	H.c,d.																						
Selkirk	..	..	..	35	36	..	..	..	71	C.b. K.a. G.w.																						
SHETLAND.																																
Dunrossness S.B.	..	..	..	..	..	..	..	..	..	..	..	..	58	11	0	58	11	0	.			44	1	7	..		..	..			14	9	5
Bigton	..	..	..	..	30	..	..	..	28	47	C.b,w. E.g. G.n.	..	m.																			
Levenwick	..	..	13	15	..	..	..	..	15	E.g. G.n.																						
Nesting, Lunnasting, Whalsay and Skerries S.B.	..	..	..	..	..	..	..	..	..	..	..	..	74	7	5	75	6	1	..			52	18	2	..		..				22	7	11
South Nesting	..	..	..	35	..	..	..	37	37	A.e.	..	m.																				
Whalsay (Brough)	..	..	18	37	..	..	..	28	55	H.c,n.	..	m.																				
STIRLING.																																
Airth S.B.	..	..	..	..	..	..	..	..	..	..	..	..	38	15	4	38	15	4	..			12	9	5	26	5	11	..	..		..		
Airth	..	..	..	..	15	..	..	..	..	15	H.d,m.																					
South Alloa	..	..	..	..	18	..	..	..	..	18	H.d,m.																					
Balfron S.B.	..	..	..	..	..	..	..	..	..	..	..	..	44	4	5	51	6	11	3	12	6	16	11	10	19	7	4	..	..		11	15	3
Balfron	..	..	..	..	38	..	..	..	..	38	D.a. G.m. H.c,d.m.																					
Buchanan S.B.	..	..	..	..	..	..	..	..	..	..	..	..	114	1	9	125	12	0	11	10	3	85	11	4	10	0	0	..	10	0	0	8	10	5
Buchanan	..	..	..	..	58	..	..	..	34	67	A.h. C.a. H.c,e,l,n.	..	m.																			
Campsie S.B.	..	..	..	..	..	..	.	..	..	..	..	..	372	17	3	378	19	9	6	2	6	221	1	7	54	0	0	..	..		97	15	8
Craigbead	..	..	..	..	82	..	..	..	..	82	C.a,b,c,s. D.a. G.d,m. H.d,n.																					
Lennoxtown	..	..	..	36	113	..	..	..	..	149	C.a,b,s. D.a. G.d,m. H.d,n.	..																				
Torrance	..	..	..	10	89	..	..	..	33	44	A.c,h. C.s. E.a,mn. G.a,d. H.c.	..	..	m,p.																		
Denny S.B.	..	..	..	..	..	..	..	..	..	..	..	..	210	15	0	239	17	0	28	9	6	105	8	6	23	0	0	..	..		82	19	0
Denny	..	..	..	28	133	..	..	..	..	161	A.e. C.a,s. D.a,s (*p.t.*). H.c,d,m.																					
Longcroft	..	..	..	..	28	..	..	..	..	28	H.d.																					
Drymen S.B.	..	..	..	..	..	..	..	..	..	..	..	..	61	6	3	63	13	9	2	7	6	21	13	1	33	3	2	..	..		6	10	0
Drymen	..	..	..	..	32	..	..	..	..	32	E.mn. G.d. H.c,w.																					
Falkirk (Burgh) S.B.																																
Bainsford	..	..	..	89	..	..	..	..	28	90	..	..	p.	2050	18	6	2239	6	11	152	1	9	1319	11	1	..		50	0	0	35	2	0	682	12	1
Camelon	..	..	..	78	66	..	..	..	30	141	C.a,b,s,t. H.m,n.	..	..	p.																			
Comely Park	..	..	..	71	..	..	..	..	30	71	..	..	..	p.																			
Northern	..	..	..	..	258	..	..	..	14	272	A.e. C.a,b,c,s,t. D.a. H.c,d,m.	..	..	p.																			
Science and Art School	..	..	..	235	90	40	12	..	..	377	D.a,s (*p.t.*). E.m. F.c,m. G.bc,d,g, me,mi,s. H.l,w.	a,i,s.																					

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 61 and 62 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.							
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.			
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.		
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
ROSS and CROMARTY.																				
Edderton S.B.	..	..	..	..	.	..	..	..	..	..	7 1 7	11 3 2	..	6 3 11	..	..	..	4 19 3		
Edderton	..	7	..	..	..	..	7	H.w.												
Fodderty S.B.	..	..	..	..	..	..	..	..	..	..	20 17 0	22 9 0	..	11 2 1	..	..	..	11 6 11		
Fodderty	24	18	..	..	..	28	86	E.mn. G.g.		m.										
Knockbain.																				
Arpafeelie, St. John's Episcopal School	..	18	..	..	..	16	18	C.b,s. G.h.	..	m.	21 16 0	23 1 6	1 5 6	10 7 6	..	..	11 8 6	..		
Ross and Cromarty County Secondary Education Committee	..	..	..	..	..	..	.	..	..	..	24 15 8	70 18 2	..	21 13 8	49 4 6	..	..	..		
Stornoway, Nicolson Institute	..	24	..	..	..	..	24	F.s(*p.t.*).												
Rosskeen S.B.	..	..	..	..	..	..	..	..	..	..	26 17 11	28 2 11	..	21 1 8	10 0 0	..	..	..		
Invergordon Academy ..	..	10	..	..	..	..	10	F.s(*p.t.*)									..			
ROXBURGH.																				
Ancrum S.B.	..	..	..	..	..	..	..	..	..	..	14 6 0	14 6 0	..	8 2 7	..	..	..	6 3 5		
Sandystones	..	14	..	..	..	..	14	A.g. C.s,s,w.												
Hawick (Burgh) S.B. . ..	..	..	..	..	..	..	..	..	..	..	703 17 10	775 11 0	40 7 10	436 12 4	..	..	42 12 0	265 18 10		
Buccleuch	89	129	..	..	..	..	218	C.s,b,c,s,t. H.c,d,n.												
Buccleuch Memorial Institute	..	190	25	14	12	..	238	B.f,g. D.s,s(*p.t.*). E.mn. F.c,m,s, s(*p.t.*) G.be,d,m,mc. H.s.		s,l.										
Kelso S.B.	..	..	..	..	..	..	..	..	..	..	20 0 0	20 8 0	0 7 6	15 0 4	..	..	..	5 0 9		
Kelso	..	31	..	..	..	..	31	A.c. C.s,s. D.s.												

SELKIRK.																									
GALASHIELS (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	702	5	2	881	12	2	87	13	10	517	9	2	..	..	65	0	0	211	9	2
Roxburgh Street	..	..	68	289	3	3	..	..	363	B.f.g. C.a,b.s. D.a(*p.t.*). G.m,mc. H.a,c,d,w.	a.																					
Technical School	..	...	..	98	25	13	8	..	144	F.p. G.bc,e.	i.																					
SELKIRK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	150	1	5	195	5	9	16	2	1	107	18	4	20	0	0	..	9	3	5	42	1	11
Junior	..	..	..	..	..	76	..	..	..	..	76	H.c,d.																						
Selkirk	..	..	..	..	35	36	..	..	..	..	71	C.b. E.a. G.w.																						
SHETLAND.																																		
DUNROSSNESS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	58	11	0	58	11	0	.			44	1	7	..		..	..		..	14	9	5
Bigton	..	..	..	..	..	30	..	..	..	28	47	C.b,w. E.g. G.n.																						
Levenwick	..	..	..	13	15	..	..	..	..	..	15	E.g. G.n.																						
NESTING, LUNNASTING, WHALSAY AND SKERRIES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	74	7	5	75	6	1	..			52	18	2	..		..	..		..	22	7	11
South Nesting	..	..	..	..	35	..	..	..	37	37	A.e.																							
Whalsay (Brough)	..	..	18	37	..	..	..	28	55	H.c,n.																								
STIRLING.																																		
AIRTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	38	15	4	38	15	4	..			12	9	5	26	5	11	..	..		..			
Airth	..	..	..	..	15	..	..	..	..	15	H.d,m.																							
South Alloa	..	..	..	..	18	..	..	..	..	18	H.d,m.																							
BALFRON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	44	4	5	51	6	11	3	12	6	16	11	10	19	7	4	..	..		11	15	3
Balfron	..	..	..	..	..	38	..	..	..	..	38	D.a. G.m. H.c,d.m.																						
BUCHANAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	114	1	9	125	12	0	11	10	3	85	11	4	10	0	0	10	0	0	8	10	5
Buchanan	..	..	..	..	58	..	..	..	34	67	A.h. C.a. H.c,e,l,n.																							
CAMPSIE S.B.	..	..	..	..	..	..	.	..	..	..	..	..	372	17	3	378	19	9	6	2	6	221	1	7	54	0	0	..	..		97	15	8
Craighead	..	..	..	..	82	..	..	..	..	82	C.a,b,c,s. D.a. G.d,m. H.d,n.																							
Lennoxtown	..	..	..	36	113	..	..	..	..	149	C.a,b,s. D.a. G.d,m. H.d,n.																							
Torrance	..	..	..	10	89	..	..	..	33	44	A.c,h. C.s. E.a,mn. G.a,d. H.c.	..	..	m,p.																					
DENNY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	210	15	0	239	17	0	28	9	6	105	8	6	23	0	0	..	..		82	19	0
Denny	..	..	..	..	23	138	..	..	..	..	161	A.e. C.a,s. D.a,s (*p.t.*). H.c,d,m.																						
Longcroft	..	..	..	..	..	28	..	..	..	..	28	H.d.																						
DRYMEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	61	6	3	63	13	9	2	7	6	21	13	1	33	3	2	..	..		6	10	0
Drymen	..	..	..	..	32	..	..	..	..	32	E.mn. G.d. H.c,w.																							
FALKIRK (BURGH) S.B.																																		
Bainsford	..	..	..	89	..	..	..	..	23	90	..	..	..	..	p.	2050	18	6	2239	6	11	152	1	9	1319	11	1	..	50	0	0	35	2	0	682	12	1
Camelon	..	..	..	78	66	..	..	..	..	30	141	C.a,b,s,t. H.m,n.	..	..	p.																			
Comely Park	..	..	..	71	..	..	..	..	..	30	71	..	..	..	p.																			
Northern	..	..	..	..	268	..	..	..	14	272	A.e. C.a,b,c,s,t. D.a. H.c,d,m.	..	..	p.																			
Science and Art School	..	..	..	235	90	40	12	..	377	D.a,s (*p.t.*). E.m. F.c,m. G.bc,d,g, me,mi,s. H.l,w.	a,l,s.																							

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.				Balance.	
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates
			Second Year.	Third Year.	Fourth Year.						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING—*contd.*																		
Falkirk (Landward) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	454 4 11	484 6 0	17 19 9	238 18 2	25 6 0	..	..	202 2 1
Auchengean	13	..	..	..	..	23	13											
Bonnybridge	61	85	..	..	..	23	169	A.e. C.a,b,g,s. H.c,d,m,w. ..	..	p.								
Greenhill	36	35	..	..	..	15	59	C.a,s. H.c,d.	..	p.								
Laurieston	20	66	..	..	..	20	86	A.e. C.a,b. D.a. E.mn. H.d,m,n,w. ..	..	p.								
Bonnybridge Foundry Hall ..	..	34	6	12	3	..	55	D.a (*p.t.*)	a,m.	..	181 12 9	200 2 9	8 10 0	86 15 6	70 0 0	—	59 7 2*	..
Fintry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 16 4	20 9 8	0 5 0	10 5 3	1 13 9	—	..	8 5 8
Stewart's	5	11	..	..	..	15	20	A.e. C.a. G.d. H.n. ..	..	m.								
Gargunnock S.B. .. .	..	..	..	..	..	..	..	.. .. ..	..	..	26 3 0	26 3 0	..	4 17 0	18 8 6	—	..	2 17 6
Gargunnock	..	10	..	..	..	..	10	H.d,m.										
Grangemouth S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	472 18 9	472 15 9	..	307 7 11	10 0 0	..	..	155 7 10
Bothkennar	23	30	..	..	..	24	55	H.d. — ..	..	wc.								
Grange	32	174	..	..	..	24	198	C.a,b,s. D.a. G.m. H.c,d,l,n. ..	.	p.								
Redding	20	119	..	..	..	..	139	C.a,c. D.a(*p.t.*). G.d,m. H.c,d,l. ..										
Shieldhill	..	36	..	..	..	..	36	C.a. E.a,mn. H.e,n. ..										
Kilsyth (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	—	261 1 0	289 9 9	28 8 9	126 15 0	45 9 4	..	..	88 16 8
Academy	57	160	..	..	..	..	217	A.c,e. C.a,b,c. D.a,s (*p.t.*). G.m,mi. H.d.										
Kilsyth (Landward) S.B. ..	..	..	..	..	..	..	..	.. — ..	..	..	68 1 6	71 9 0	3 7 6	46 15 8	15 4 8	..	..	6 1 2
Banknock	..	16	..	..	..	..	16	G.a,d.										
Barton	..	30	..	..	..	..	30	H.d.										
Chapel Green	38	..	..	..	..	..	38											
Kippen S.B.	..	..	..	..	..	..	..	.. — —	..	..	48 15 9	67 3 8	12 0 0	25 3 11	17 17 0	..	..	11 17 9
Bucklyvie	..	31	..	..	..	..	31	H.a. — ..										
Kippen	..	44	..	..	..	..	44	H c,d,m.										

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LARBERT S.B.	—	..	..	..	.	..	..	..	..	..	..	..	..	..	558	4	8	605	17	2	47	12	6	889	6	1	..	..	..	168	18	7
Carron	—	..	45	..	..	..	19	45	A.e. C.a. D.a. H.d.	..	—	p.																			
Carronshore	—	..	51	..	..	..	..	51	A.e. E.g.mn. H.d.	..																					
Central	—	33	235	..	..	..	..	268	A.e. C.a,b,a. D.a,a (*p.t.*). G.m, H.c,d.																					
Village	..	23	70	..	..	..	14	93	C.a,b. H.c,d. ..	..	..	p.																			
LOGIE S.B.	..	.	..	..	..	..	..	..	.. ..	..	..	..	66	0	10	83	7	6	13	1	8	133	6	11	21	18	11	..	..	15	5	0
Bridge of Allan	..	85	..	..	..	..	..	85	C.a,b,a. H.c,d,m.																						
MUIRAVONSIDE S.B.	..	.	..	..	..	..	..	..	.. ..	..	.	—	195	10	0	195	10	0	..			108	19	11	..			..	..	91	10	1
Blackbraes	..	23	23	..	..	..	..	46	H.d.																						
Drumbowie	..	60	19	..	..	..	..	78	H.d.																						
Maddiston	..	29	22	..	..	..	..	51	H.d.																						
ST. NINIAN'S S.B.	..	..	..	..	..	..	..	..	— ..	..	..	..	265	16	1	280	16	1	15	0	0	152	9	0	32	7	11	..	..	80	19	2
Bannockburn	..	88	..	..	..	..	..	88	C.b,a. E.g. G.a. H.d.																						
Cambusbarron	..	68	..	..	..	..	..	68	A.e. C.a,b. G.a,d. H.c,w.																						
Cowie	—	65	..	..	..	..	..	65	G.a,d. H.d.																						
East Plean	..	20	15	..	..	..	..	35	H.d,n.																						
Milton	..	..	40	..	..	..	33	44	D.a. E.mn. H.n. ..	..	..	m.																			
SLAMANNAN S.B.	..	..	..	..	..	..	..	..	.. .	..	..	..	154	2	6	165	0	0	10	17	6	56	0	10	42	0	0	..	..	56	1	8
Avonbridge	..	..	11	..	..	..	..	11	H.d.																						
Limerigg	..	14	15	..	..	..	..	29	H.d.																						
Slamannan	..	22	58	..	..	..	..	80	G.m,mi. H.d,m.																						
STIRLING (BURGH) S.B. ..	..	..	..	..	..	..	..	..	.. .	..	..	..	54	2	6	72	0	0	17	17	6	40	11	11	..			..	..	13	10	7
High School	..	..	41	2	3	..	..	46	D.a(*p.t.*) ..	..	a.																				
STIRLING EDUCATIONAL TRUST AND BURGH S.B. JOINT COMMITTEE	..	..	..	..	..	..	..	..	.. ..	..	..	..	955	5	6	1040	13	3	85	7	9	506	2	7	..			190	0	0	..	259	2	11
Allan's	..	53	113	..	..	..	..	166	H.c,d,m.																						
High School	..	..	280	39	10	6	9	344	A.e. C.a,t. F.b,c. ..		a,c,l.	wc.																			
SUTHERLAND.																															
CLYNE.																															
Clyne	..	..	21	..	..	..	40	46	B.ga. ..	..	..	m.	12	4	2	12	4	2	..			9	19	8	..			..	2	4	6	..			
LAIRG S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	..	26	3	4	26	3	4	..			22	7	1	..			..	..			3	16	3
LAIRG	..	10	15	..	..	..	..	25	A.e,g. C.a,b.																						
WIGTOWN.																															
GLASSERTON S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	..	27	5	0	27	5	0	..			13	6	8	9	16	0	..	6	0	6†	..			
Glasserton	..	20	..	..	..	..	..	20																							
KIRKINNER S.B.	..	..	..	..	..	..	..	..	.. ..	..	..	..	38	9	5	38	9	5	..			18	11	0	7	8	0	..	3	17	6†	8	12	11
Longcastle	..	14	30	..	..	..	..	32	G.h. H.a.																						

List of Continuation Classes—*continued.*

Name of Continuation Class Center.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN—*contd.*																		
Mochrum, S.B.	..	..	..	..	..	..	..	..	..	..	47 9 5	48 8 5	0 15 0	29 7 4	..	..	..	18 6 1
Mochrum	15	..	..	..	..	..	15											
Port William	25	..	..	..	..	..	25											
Old Luce S.B.	..	..	..	..	..	..	..	..	..	..	23 6 1	23 6 1	..	11 12 6	15 0 0			
Glenluce	28	..	..	..	..	28	28	..	..	m.					..	..	..	
Penninghame S.B.	..	..	..	..	..	..	..	..	..	..	68 14 10	80 3 10	1 6 0	27 7 11	17 10 0	..	..	33 19 11
Penninghame	22	20	..	..	..	..	42	C.a,t. H.c.										
Stranraer S.B.	..	..	..	..	..	..	..	..	..	..	95 10 8	104 2 8	3 2 0	62 10 0	..	..	..	38 10 2
Central	35	71	..	..	..	..	106	A.e. C.a,b,s. E.a,g,mn. H.d.										
Whithorn S.B.	..	..	..	..	..	..	..	..	..	..	22 5 0	22 5 0	..	10 7 0	11 16 0	..	4 7 5*	
Isle of Whithorn	19	..	..	..	.	..	19											

* This is a credit balance brought forward from Session 1904–5.

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TABLE No. 2.

LOCAL SCHOLARSHIPS AWARDED DURING THE SESSION 1905–6.

ARTICLES 77–83 OF THE CONTINUATION CLASS CODE.

Name of Authority awarding Scholarships.	SENIOR.			JUNIOR.		
	Number of Scholarships.	Total value Scholarships	Department's Grant in support thereof.	Number of Scholarships.	Total value of Scholarships.	Department's Grant in support thereof.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1.—Ayr County Education Committee	6	300 0 0	150 0 0	133	301 10 0	150 15 0
2.—Buchanan School Board	–	—	—	5	50 0 0	25 0 0
3.—Dumbarton Burgh School Board	2	54 10 0	25 0 0	2	16 0 0	8 0 0
4.—Dunfermline Burgh School Board	3	185 0 0	75 0 0	–	—	—
5.—Edinburgh Royal Institution (Board of Manufactures)	9	153 6 8	76 13 4	6	60 0 0	30 0 0
6.—Fife County Technical Education Committee	2	100 0 0	50 0 0	22	66 0 0	33 0 0
7.—Hamilton Burgh School Board	4	110 0 0	55 0 0	13	122 10 0	58 15 0
8.—Kilmarnock Burgh School Board	1	10 0 0	5 0 0	1	10 0 0	5 0 0
9.—Lanark County Council Technical Education Committee	–	—	—	279	539 14 0	269 17 0
10.—Perth Burgh School Board	–	—	—	4	45 0 0	20 0 0
11.—Ross and Cromarty County Committee (Secondary and Technical Education)	–	—	—	24	46 0 0	23 0 0
12.—Row School Board	–	—	—	9	27 0 0	13 10 0
TOTALS	27	912 16 8	436 13 4	498	1,283 14 0	636 17 0

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TABLE No. 3.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION 1905–1906.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	709	4,732	900	531	10	213	6,729	8,084 18 2	8,898 6 4	751 12 6	5,888 12 11	478 14 4	60 0 0	26 3 9	1,814 14 9
Argyll	294	1,028	..	..	..	126	1,320	1,438 14 1	1,534 18 10	61 10 9	846 16 7	121 19 7	..	54 7 10	450 4 1
Ayr	2,107	4,398	350	197	80	263	7,221	8,441 10 7	9,212 5 2	614 1 10	5,894 11 11	1,519 2 8	4 10 11	188 6 9	1,005 8 11
Banff	206	524	..	..	..	..	691	549 1 9	582 14 1	19 17 0	337 10 5	52 15 9	..	27 14 6	183 18 9
Berwick	106	64	..	..	..	..	152	142 17 3	158 19 0	10 7 6	81 17 0	..	..	..	66 14 6
Bute	22	147	..	..	..	..	169	165 6 1	175 9 10	10 8 9	78 19 2	..	..	..	86 6 11
Caithness	24	220	..	..	..	..	244	252 14 5	262 2 5	8 15 6	176 6 5	1 16 6	..	2 6 0	73 11 11
Clackmannan	209	873	70	33	2	33	1,202	1,516 13 0	1,695 0 4	123 3 2	1,010 15 9	253 19 1	..	15 0 0	292 2 4
Dumbarton	1,056	2,284	132	58	14	98	3,518	4,159 12 11	4,570 1 11	350 3 6	2,742 18 4	444 7 2	..	73 5 0	960 12 2

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Dumfries	91	531	30	25	9	92	690	761 13 6	831 12 10	55 2 5	565 11 4	..	..	34 12 3	176 6 10
Edinburgh	1,734	4,501	370	209	136	537	6,889	13,860 1 10	15 739 16 4	1,114 14 10	9,480 10 3	236 3 6	200 0 0	955 19 5	3,702 8 4
Elgin	117	460	30	18	..	8	633	617 8 6	639 13 8	21 3 0	426 9 11	83 3 3	..	8 0 0	122 9 9
Fife	820	4,581	154	104	56	176	5,795	7,223 3 10	7,918 7 4	618 14 8	4,861 13 3	1,174 2 2	234 8 5	1 12 11	997 15 11
Forfar	1,403	2,673	517	331	208	150	4,891	5,725 11 2	6,239 8 9	439 13 6	4,153 4 0	185 0 0	185 0 0	77 19 1	1,198 12 2
Haddington	166	294	..	..	..	9	396	520 3 2	553 10 5	30 4 6	272 16 9	204 11 10	15 0 0	1 17 9	35 10 5
Inverness	62	397	16	7	..	..	477	683 18 11	769 7 1	59 19 6	478 19 6	200 0 0	..	147 14 0	113 13 9
Kincardine	37	254	..	..	..	..	291	330 0 4	343 12 3	8 7 6	217 1 4	..	..	..	118 3 5
Kinross	..	297	..	..	..	..	297	158 16 10	193 4 4	34 7 6	119 2 7	39 14 3	..	..	..
Kirkcudbright	36	232	..	..	..	..	268	352 1 11	372 13 2	13 14 10	220 7 10	..	..	4 0 0	134 14 2
Lanark	7,739	24,081	1,392	445	117	1,995	34,366	38,895 9 5	46,899 15 1	7,112 7 2	27,417 15 3	1,584 4 1	50 0 0	863 10 11	9,378 7 2
Linlithgow	335	839	106	52	..	..	1,296	1,604 16 4	1,663 7 3	40 3 6	900 13 7	442 19 10	..	..	279 10 4
Nairn	19	118	..	..	..	4	137	111 1 0	113 3 0	2 2 0	46 16 4	45 2 3	..	81 8 6	33 2 9
Orkney	36	24	..	..	..	24	60	52 12 6	52 12 6	..	41 6 5	..	..	..	11 6 1
Peebles	24	134	..	..	..	..	158	143 7 4	163 17 2	17 12 7	87 15 11	36 0 0	..	17 15 11	28 12 10
Perth	576	2,808	77	52	7	88	3,013	2,974 18 3	3,316 16 9	311 1 10	1,856 17 4	472 17 7	..	201 14 0	584 12 8
Renfrew	1,333	5,928	444	168	77	344	8,529	10,415 0 11	11,822 18 11	1,289 12 5	7,001 11 2	1,084 2 10	780 8 8	1,294 10 7	2,193 19 8
Ross and Cromarty	24	77	..	..	..	44	95	101 8 2	155 14 9	1 5 6	76 8 10	59 4 6	..	11 8 6	16 6 2
Roxburgh	80	364	25	14	12	..	501	738 4 4	810 5 0	40 15 4	459 15 3	..	..	42 12 0	267 2 5
Selkirk	103	499	28	16	8	..	654	852 6 7	1,076 17 11	103 15 11	625 7 6	20 0 0	..	74 3 5	253 11 1
Shetland	31	117	..	..	..	98	154	132 18 5	133 17 1	..	96 19 9	..	..	..	36 17 4
Stirling	889	3,345	137	65	21	365	4,494	6,667 11 7	7,212 15 3	464 11 11	3,911 6	465 17 6	240 0 0	104 9 2	2,050 19 1
Sutherland	10	36	..	..	..	40	71	38 7 6	38 7 6	..	32 6 9	..	..	2 4 6	3 16 3
Wigtown	178	121	..	..	..	28	287	323 0 0	344 0 5	5 3 0	173 2 11	61 10 0	..	14 5 5	99 9 5
Totals	21,085	66,481	4,778	2,325	757	4,730	96,688	117,985 10 7	133,996 12 3	13,743 8 11	80,521 5 0	9,317 8 3	1,769 8 0	4,352 2 11*	26,760 17 0

* This includes a total of Credit Balances brought forward from previous Sessions amounting to £1,834 0s. 2d.

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TABLE No. 4.

SUMMARY (UNDER COUNTIES) OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE RELATING TO CONTINUATION CLASSES, FOR THE SESSION 1904–1905.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	593	4,082	855	515	—	185	6,124	7,687 18 1	8,304 2 2	582 1 4	5,622 4 4	290 17 3	40 0 0	23 3 3	1,786 4 10
Argyll	293	1,044	—	—	—	140	1,353	1,424 17 8	1,510 9 0	68 11 1	364 11 3	153 16 3	..	17 7 4	415 12 9
Ayr	2,381	4,272	160	69	23	244	6,856	8,017 14 7	8,758 11 5	584 17 0	5,361 11 7	1,522 17 1	7 4 11	161 19 3	1,295 19 7
Banff	230	463	—	—	—	73	691	476 15 4	512 14 4	21 16 0	318 2 8	53 19 4	..	..	146 13 10
Berwick	109	51	—	—	—	—	147	130 15 8	147 6 4	12 2 0	67 0 11	..	..	..	68 3 5
Bute	22	155	—	—	—	—	176	211 10 2	223 3 10	10 13 3	110 15 2	..	..	..	101 15 0
Caithness	45	308	—	—	—	46	362	371 7 2	394 19 10	7 4 6	245 6 5	14 7 6	..	0 14 9	124 10 2
Clackmannan	256	864	70	29	2	—	1,183	1,659 16 0	1,796 8 7	90 18 1	1,070 11 0	284 2 3	..	15 0 0	336 17 3
Dumbarton	1,196	2,254	116	2	—	185	3,511	4,126 11 3	4,328 14 2	327 13 9	2,891 11 0	347 6 2	..	84 4 1	1,184 18 11

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Dumfries	73	467	31	11	1	36	572	677	11	0	738	12	3	40	13	4	449	6	10	..	..	33	6	1	210	6	9
Edinburgh	2,111	4,350	292	169	91	626	6,726	13,845	6	0	15,818	6	7	1,128	9	7	8,897	1	2	304	11	0	200	0	0	1,093	13	6	4,194	9	4
Elgin	236	251	21	13	—	—	465	501	15	8	541	1	0	33	2	4	318	8	0	67	8	11	..			1	17	4	120	9	5
Fife	677	4,199	166	80	34	114	5,087	6,561	9	6	7,229	5	4	545	12	4	4,348	9	9	1,200	19	6	239	1	11	33	19	0	373	2	6
Forfar	2,853	3,836	120	58	20	357	5,926	6,890	8	3	7,059	1	8	499	7	5	4,717	9	4	170	0	0	150	0	0	101	11	11	1,420	12	9
Haddington	108	181	—	—	—	—	289	357	19	7	376	4	2	11	12	6	172	13	3	123	11	10	..			1	3	9	64	0	7
Inverness	594	411	9	18	1	14	940	1,279	7	3	1,394	4	1	68	18	0	858	11	11	..			..			270	12	8	328	15	2
Kincardine	66	193	—	—	—	—	259	312	3	5	315	10	10	0	17	6	209	14	2	..			..			5	14	5	99	4	9
Kinross	17	202	—	—	—	—	219	155	9	3	197	4	2	21	14	6	106	5	3	53	14	11	..			..			15	9	6
Kirkcudbright	107	176	—	—	—	—	282	297	13	5	313	7	3	7	14	4	185	5	3	..			..			4	0	0	116	7	3
Lanark	7,984	22,827	865	231	53	2,040	31,631	38,906	14	7	46,577	5	1	6,814	7	10	25,668	7	8	1,813	6	3	..			1,178	17	6	11,103	7	11
Linlithgow	421	970	56	36	12	—	1,345	1,923	6	3	2,088	3	6	39	10	3	956	15	5	758	7	10	..			..			283	9	7
Nairn	14	76	—	—	—	5	90	111	16	3	114	3	3	2	12	0	48	15	9	45	2	3	..			61	12	10	37	13	11
Orkney	—	20	—	—	—	18	20	18	12	9	18	12	9	..			16	6	2	..			..			..			2	6	7
Peebles	21	136	—	—	—	—	157	140	11	3	168	9	2	17	12	11	85	15	8	36	0	0	..			17	7	0	24	9	6
Perth	508	1,741	67	28	5	110	2,198	3,018	17	2	3,373	12	10	319	1	1	1,801	14	9	517	2	4	100	0	0	109	13	10	625	4	2
Renfrew	1,950	5,742	277	157	46	195	8,034	9,969	15	5	11,415	16	3	1,238	8	3	6,184	2	1	1,023	19	4	515	8	7	1,421	10	5	2,251	19	8
Ross and Cromarty	85	176	—	—	—	29	235	208	5	10	241	17	4	18	13	2	141	15	1	8	11	7	..			12	10	1	60	7	5
Roxburgh	140	422	23	3	8	—	559	377	17	10	994	6	7	45	9	9	509	16	8	15	0	0	..			42	17	6	387	2	2
Selkirk	89	437	27	8	6	—	537	678	5	5	893	14	9	90	10	1	493	11	2	20	0	0	..			87	3	7	202	9	11
Shetland	69	85	—	—	—	132	166	123	18	6	125	6	6	0	15	3	101	6	8	..			..			..			23	4	7
Stirling	373	2,981	165	66	6	421	4,029	6,891	7	9	7,586	1	6	436	3	9	3,596	6	2	592	9	3	240	0	0	102	10	7	2,657	15	6
Wigtown	211	142	—	—	—	—	314	300	16	7	326	10	9	8	0	0	185	7	8	94	1	10	..			4	11	2	53	12	8
Totals	24,072	63,414	3,320	1,492	308	4,919	90,385	117,656	15	8	134,028	10	8	13,095	3	6	76,305	0	2	9,486	5	1	1,491	15	5	4,892	1	10*	30,603	16	9

* This includes a total of Credit Balances brought forward from the previous Session amounting to £2,140 10s. 11d.

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CENTRAL INSTITUTIONS CONDUCTED UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE.

Reports received by the Department from the authorities of the undermentioned ten Institutions as to the operations of each Institution during the Session 1905–1906, together with Special Reports on the work of various institutions by Examiners nominated for this purpose by the Department.

		PAGE
I.	Aberdeen and North of Scotland College of Agriculture	821
II.	Aberdeen Gordon's College and Gray's School of Art	823
III.	Dundee Technical Institute	828
IV.	Edinburgh and East of Scotland College of Agriculture	830
V.	Edinburgh Heriot-Watt College	833
VI.	Glasgow and West of Scotland Technical College	838
VII.	Glasgow Athenæum Commercial College	855
VIII.	Glasgow School of Art	857
IX.	Leith Nautical College	863
X.	The West of Scotland Agricultural College	864
	Special Reports	868

Further detailed information may be found in the various Calendars and Reports issued by the Governors of these Institutions.

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REPORTS RECEIVED BY THE DEPARTMENT ON THE WORK OF THE SESSION 1905–1906.

I.—Aberdeen and North of Scotland College of Agriculture.

The various branches of work carried on by the Aberdeen and North of Scotland College of Agriculture in the Session 1905–06, were fully taken advantage of, there having been a large increase to the attendance of those receiving agricultural instruction both at the Central and Extension Classes.

The following were the enrolments in the various Central Classes :—

Day Classes.

Agriculture - - - - -	16
Agricultural Economics - -	12
Surveying and Field Engineering	17
Seed Testing - - - -	20
Agricultural Engineering - -	3
Agricultural Book-keeping - -	10
Agricultural Chemistry - -	8
Preparatory Chemistry - -	22
Organic Chemistry - - -	6
Veterinary Hygiene - - -	19
Bacteriology - - - -	4
Agricultural Botany - -	17
Preparatory Botany - - -	17
Agricultural Zoology - - -	15
Preparatory Zoology - - -	17
Stock-judging - - - -	32
Total class enrolments -	235
Number of students -	43

The conduct, attendance and progress of the students were reported as highly satisfactory. At the close of the examinations, six students succeeded in obtaining the Degree of B.Sc., (Agriculture), two students took their Diploma in Agriculture, and two passed the examination for the National Diploma in Agriculture.

Farmers' Class.

The Governors, for the first time since the college was instituted, made arrangements for giving a month's course of practical instruction to those actively engaged in agricultural pursuits. The subjects of instruction included Agriculture, *i.e.*, soils, improvement of soils, liming, rotations, cultivation, hay and pasture; Agricultural Chemistry, *i.e.*, manures and manuring, milk testing and the chemistry of dairy products; Veterinary Hygiene, *i.e.*, care of animals in health and disease, structure of body, first aids, disease, sound and unsound horses, horse-shoeing; Agricultural Botany, *i.e.*, the parts of a seedling, growth, conditions required for healthy growth, modes of nutrition, &c. One hundred and twenty-five students—farmers, farmers' sons, and farm servants—were enrolled and the average attendance was not less than 112 for the four weeks the course lasted. At the close of these classes the students formed themselves into an association, which has been named the North of Scotland Agricultural College Students' Association for the purpose of forming a connecting link between the farming community and the practical work of the college. The membership of the North of Scotland College Students' Association numbers 126.

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Systematic Instruction in Agricultural Chemistry.

During the session an Evening Class in Agricultural Chemistry was held two evenings a week. The subjects of these lectures included soils and their properties; the composition and properties of manures, feeding stuffs, antiseptics and insecticides; the composition and manurial requirement of crops; dairy chemistry. Number of students, twenty-two.

Extension Lectures.

During the year, 822 lectures were delivered in short courses on Agriculture, Agricultural Chemistry (manures and manuring and foods and feeding stuffs), Veterinary Hygiene, Dairy and Poultry Instruction, Agricultural Botany and Zoology, and Gardening. The number of lectures and the total attendance counting by counties were as follows :—

	Number of Lectures.	Attendance.
Aberdeen - - - -	345	16,445
City of Aberdeen - -	53	2,377
Kincardine - - -	126	4,747
Banff - - - - -	66	3,092
Elgin - - - - -	111	3,554
Nairn - - - -	1	55
Inverness - - - -	11	289
Ross-shire - - - -	109	4,812
	822	35,371

Full details of the lectures are given in the prospectus.

Experiments and Demonstrations.

Field experiments recommended by the staff and approved by the Governors, were conducted at 74 centres during the year, full particulars of which are given in the prospectus. In the summer and autumn months, some forty demonstrations, explanatory of the scheme of experiments and effect produced by methods of cultivation, manuring, and seeding followed were held. The value of these demonstrations in conjunction with the winter extension lectures has been proved by the interest they have aroused and the greater sympathy generally shown towards the work of the college by the agricultural community. Lectures and demonstrations have also been held among the crofters in the counties of Inverness and Ross, where experiments suitable to the needs of this class of cultivators have been carried out. The field trials carried out by the college in the crofter districts have shown that a more systematic and comprehensive scheme of agricultural instruction could be put in operation with every prospect of success, but in the meantime the operations of the college in this direction are confined for lack of sufficient funds.

Stock-Judging Classes.

The live-stock industry is the sheet anchor of farming in the North of Scotland, and the Governors, recognising the value to young men about to enter upon an agricultural profession, of a knowledge of the principles of the breeding, rearing, and feeding of farm live-stock, have, in addition to the theoretical instruction provided in the class-room, organised a system of practical demonstrations and stock-judging competitions which has been shown to be of the greatest value to the students. They are profoundly interested in the work, and the Saturday excursions to herds, studs and flocks of repute in the neighbourhood form a pleasant break to the work during the rest of the week of the class-room and laboratory. The students are first of all instructed, by practical judges, in the characteristics and points of different breeds, and when they have been sufficiently grounded in the craft of judging, they are advanced a stage and set to a competitive trial of skill in stock-judging in which their decisions

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are tested by that of the expert judges. During the year a variety of breeds were demonstrated on for the training and familiarising the students with the best types of cattle, horses, and sheep, some twelve visitations being made to notable breeding establishments in the course of the session.

Advisory.

Inquiries on questions of agricultural theory and practice as a direct consequence of such an extensive system of extension lectures, experiments and demonstrations as is carried on by the college, are steadily increasing. When feasible, farms have been visited and in every case queries which have been submitted have been answered by letter. No fewer than 230 samples of seeds were received and reported on during the year. The scheme which was instituted by the Board of Agriculture for testing milk for farmers at a nominal fee was put in operation in the course of the year and 13 samples were dealt with.

II.—Aberdeen Gordon's College and Gray's School of Art.

(Report by the Head Master.)

The Central Institution includes the day classes in the School of Art and the evening classes in the School of Art, combined with the advanced evening classes in Gordon's College, and is conducted in accordance with the terms of a Special Minute under Article 87 of the Continuation Class Code. In consequence of the arrangement come to in June, 1903, with the Scotch Education Department and the School Board of Aberdeen, as to carrying on the evening classes of the city on a common plan, elementary classes in Commerce, Science and Art are provided for in the Board's schools, and intermediate classes in Gordon's College, the High School for Girls, and in the new Higher Grade School. For all these the School Board undertake responsibility, while the Governors become Managers of a Central Institution devoting itself entirely to the advanced stages of Literature, Commerce, Science, and Art.

I.—Day Classes—Gray's School of Art.

The scheme of reorganisation adopted by the Governors four years ago has now become effective. Briefly stated, the scheme meant the establishment of a curriculum in the school extending to four years, and including (*a*) a two years' course of Art training on sound general lines, and (*b*) a two years' course of specialised training in one of the three main branches—Painting, Design, and Sculpture. Each of these branches is under the care of a specially qualified instructor. The classes in Painting are under the charge of John M. Aiken, A.R.C.A.; in Design under the charge of Arthur E. Payne, A.R.C.A.; and in Sculpture under the charge of Sidney Boyes. The number of students in attendance in the classes of the first year was 16, of the second year 13, of the third year 14, and of the fourth year 14. By an arrangement made with the Architects' Society (Aberdeen), 8 first-year apprentices attended special classes in Drawing every forenoon. The total number of individual students in the day classes of the school for session 1905–6 was 65, as compared with 61 in 1904–5 and 54 in 1903–4; 32 students took the full course, as compared with 24 in 1904–5 and 17 in 1903–4. Seven students have been recommended for the Diploma of the school as having completed with credit the full four years' course.

Both day and evening classes of the School of Art were visited by Sir R. Rowand Anderson on behalf of the Scotch Education Department, and his valuable and encouraging Report has received, and will continue to receive, the closest attention.

Six scholarships were awarded at the close of the session to the most distinguished students—two in each of the first, second, and third years

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In every case the award has been made on the result of the whole year's work. In order to encourage advanced study, it has been decided to receive as free students of the school for session 1906–7 all those students who at the close of session 1905–6 were awarded the diploma.

II.—Evening Classes—Gordon's College and Gray's School of Art.

The classes carried on during session 1905–6 coincided fairly nearly with those carried on in session 1904–5. Various minor improvements were carried out. For example, the Commercial Courses were considerably altered in their composition, notably in the case of Modern Languages (French and German), where a distinct effort was made to bring these subjects into more intimate relation with the requirements of young men actually engaged in mercantile pursuits. The time devoted to the subject of Accounting was increased from one hour to three hours per week, while the class in Shorthand was subdivided so as to secure more direct instruction in fairly high rates of speed—100 to 140 words per minute. These changes have made distinctly for efficiency. The value of the courses has been further enhanced by the inclusion of a series of lectures in Commercial Law delivered by Mr. Blacklaw, the Lecturer in Commercial Law in the University of Aberdeen. The Industrial Courses have suffered to some extent from the persistence of the wave of industrial depression. The ill effects are most marked in the courses for Builders and allied trades, such as Painters, Plumbers, etc. Notwithstanding adverse circumstances, a good class was formed for the first time in the fourth stage of Building Construction, composed of excellent men, who evidently as skilled workmen had been able to retain good places in their trade. The course for Civil Engineers was strengthened by the addition of a class in Strength and Elasticity of Materials, and by including a double course of lectures in the Design of Structures. A distinct advance was made in the teaching of Chemistry by creating a new class in Advanced and Applied Chemistry. This class called out a considerable number of able students directly connected with the subject in their everyday work. The Chemistry Department was visited by Dr. Dobbie, F.R.S., on behalf of the Scotch Education Department, whose criticism and advice have been found most helpful.

It is now patent that the arrangements made three years ago for advanced work are fully justified, and that a point has been already reached when further development is pressingly required. Not only is advanced work appreciated by the students, but the increase in the number of students able to take advantage of higher work is evident. Thus, in the winter session the number of individual students in attendance was 700, as against 600 in the previous session, with a corresponding rise in the number of class enrolments. The average attendance for November, December, January, and February was 889, 836, 727, 712 respectively, as against 788, 636, 650, 615 in the corresponding months of the previous session.

The movement now on foot for building a Technical College in Aberdeen adapted to meet the requirements of the North of Scotland has not come a moment too soon. Not only are day classes urgently required for advanced technical education, but in evening classes accommodation is sadly lacking, especially for laboratory practice and research. While there is every prospect that the great problems of accommodation, staffing, and equipment will soon be dealt with, there are certain other problems so nearly related to the advancement of Technical Education that it cannot but be hoped that they will be dealt with simultaneously. For example, the question of preceding general education is one of urgency. The great mass of students who seek technical instruction in evening classes suffer from deficiencies in previous education. It is true that from certain subjects even those students who have had the ill-fortune to leave the day school at a comparatively early age derive immense benefit, but certain other subjects of both Commercial and Industrial Education must, especially in their advanced and really valuable stages, remain for ever shut to the student of average ability who has left the day school early. A single instance will illustrate what I mean. In the Mechanical Engineering

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Course we find that normally from 250 to 300 students enrol in each of the second and third years, but that in the fourth year only from 70 to 80 enrol, and in the fifth year only 30. Only 4 students were last session found qualified for the highest stage of Mathematics, and these were known to me as having been students of advanced classes in day schools (secondary), holding Leaving Certificates in Science and in Higher Mathematics. The value of the work of the class cannot, however, be estimated by numbers: and, judged by its quality, it is indeed high.

I am convinced that the educational question of the hour is that of Industrial Education, and that any system devised for the purpose must be rooted well into the elementary school or some schools specially devoted to the purpose, and not left to be entered upon at any indefinite date after the limit of compulsory school attendance has been reached.

Another aspect of the question of supreme importance is the attitude of employers towards technical education. I am aware of numerous individual cases of encouragement given by employers to apprentices, but I should be glad to see some organised and well-understood plan adopted whereby apprentices might come to regard attendance at evening classes as a necessary part of their apprenticeship. The work of the Mechanical Society, the Association of Civil Engineers, and the Architectural Association is having a good effect on technical education in the evening classes of the institution.

Gray's School of Art.

Day Classes.

Curriculum.

First Year.

1. Nature Study, with Outdoor Sketching	9	hours per week.
2. Drawing and Shading	6	,,
3. Geometry	1½	,,
4. Modelling	6	,,
5. Painting	7½	,,
Total	30	,,

Second Year.

1. Nature Study, with Outdoor Sketching	4½	hours per week.
2. Drawing and Shading	6	,,
3. Historic Art	1½	,,
4. Modelling	4½	,,
5. Painting	6	,,
6. Drawing from Antique	3	,,
7 Drawing from Life	4½	,,
Total	30	,,

Third and Fourth Years.

Advanced (Specialised) Departments.

(*a*) Painting.

1. Painting	9	hours per week.
2. Design	6	,,
3. Drawing, Antique	3	,,
4. Drawing and Painting, Life	9	,,
5. Modelling, Antique or Life	3	,,
Total	30	,,

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(*b*) Design.

1. Design	15	hours per week.
2. Drawing from Antique	3	„
3. Drawing and Painting, Life	9	„
4. Modelling, Antique or Life	3	„
Total	30	„

(*c*) Sculpture.

1. Drawing and Modelling	12	hours per week.
2. Modelling, Antique or Life	3	„
3. Drawing from Antique	6	„
4. Drawing and Painting from Life	9	„
Total	30	„

Gordon's College and Gray's School of Art.

Evening Classes.

Courses of Instruction.	Class Enrolments.
I. Commercial Courses	228
II. Industrial Courses:	
1. Mechanical Engineers	149
2. Electrical Engineers	28
3. Civil Engineers	69
4. Architects	82
5. Builders	45
6. Stonecutters	78
7. Wood Carvers	14
8. Painters and Decorators	34
9. Plumbers	7
10. Cabinetmakers	21
11. Lithographers and Engravers	29
12. Technical Chemistry	21
III. Pure Art	167
IV. Saturday Classes.	
Assistant and Certificated Teachers	46
Pupil Teachers	17
Painting	13
V. Summer Session—(Art).	
Nature Study	48
Design (Decorators)	15
„ (Stonecutters)	11
Modelling	22
Lettering	19
Landscape Drawing	13
Painting from Life (Head)	13
Painting from Still Life	11

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(*a*) COMMERCIAL COURSES (Fourth Year of Courses).

Subjects of Instruction.		Hours per Week.
1. Mathematics	A Lower Grade	3
„	B Higher Grade	3
2. Book-keeping		3
3. Commercial History and Geography		1
4. English	B Lower Grade	2
„	A Higher Grade	2
5. French	A Literary	2
„	B Commercial	2
6. German	A Literary	2
„	B Commercial	2
7. Latin	A Lower Grade	2
„	B Higher Grade	2
8. Shorthand	A (70–100 words)	2
„	B (100–140 words)	2
9. Commercial Law		1

(*b*) INDUSTRIAL COURSES (Advanced Stages of Science and Art).

Applied Mechanics	4
Architecture (Design)	4
„ (History)	2
Building Construction	4
Cabinetmaking	2
Carpentry and Joinery	2 or 2
Design	4
„ (Painters)	6
„ (Stonecutters)	8
„ (Cabinetmakers)	4
Drawing (Freehand, Elem.)	4
„ (Freehand, Adv.)	4
„ from Antique	8
„ from Life	6
„ from Life (Head)	2
Electric Lighting	1
Geology and Mineralogy	2
Geodesy	1
Magnetism and Electricity	2
Machine Design	4
Modelling	4 or 4 or 4
„ (Life)	4
Nature Study	4 or 4 or 4 or 4
Practical Mathematics	4
Practical Geometry	2
Plumbers' Work	2½
Steam	4
Strength and Elasticity of Materials	1
Structures	3
Technical Chemistry	4
Telegraphy	1

SATURDAY CLASSES.

Painting	2
Pupil Teachers' Drawing Classes	4
Teachers' Drawing Class	3
Teachers' Science Class	

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SUMMER SESSION—(Art).

Nature Study and Outdoor Sketching	4
Design (Stonecutters)	4
„ (Decorators)	4
Modelling	4
Lettering	2
Painting from Life (Head)	4
Painting from Still Life	2
Landscape Painting	Two Afternoons

INDIVIDUAL STUDENTS.

Day Classes	65
Evening and Saturday Classes (Winter Session)	700
„ „ (Summer Session)	134
Total	899

CLASSES FOR TEACHERS.

1. EXPERIMENTAL SCIENCE.

The number of Students whose attendance and progress is regarded as satisfactory by the Scotch Education Department was eight.

Copy of a report on the work of the course by H.M. Inspector, Mr. Ewen :—"Much valuable work has been done in this course. Several of the students were University graduates, who attended with a view to gaining additional experience in scientific methods."

2. DRAWING.

The number of Students whose attendance and progress is regarded as satisfactory by the Scotch Education Department was 16 in the first year and 12 in the second year.

Copy of a report on the work of the course by H.M. Inspector, Mr. Ewen :—"The whole work of this class has been faithfully carried on, and much interesting work has been done."

III.—DUNDEE TECHNICAL INSTITUTE.

The Managers of the Technical Institute, Dundee, beg to lay before My Lords of the Education Department the following Report of the work done in the classes under their control during the Session which ended on 31st July, 1906 :

In the course of the Session from September 1905, till June 1906, 1,095 individuals attended the Institute classes : being an advance of seventy-four on the number in the preceding school year. This increase was mainly due to a larger attendance in two classes : in the Elementary Botany Class over forty enrolled, and in the Jute-spinning Class the attendance was very large.

The proportions of students belonging to different trades was similar to that noticed in past years : approximately one half were engineers, one quarter were members of the building trades, about 160 were jute workers and the remainder were teachers, art students, naval architects, telegraphists and druggists.

The work done was also similar to that of previous years although an attempt was made to introduce practical work to a greater extent.

In the Engineering course of study, the students of the first year did very creditable work in the Drawing Classes, in Mensuration and in Machine Construction. By arrangement, the first year classes will hereafter be conducted by the School Board.

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In the higher classes of the Engineering Course, laboratory work was done by the two advanced classes in Mechanics, and the members of the two higher classes in Steam carried out experiments on the specific heats of materials, the latent heat of steam and the heating values of coal, and helped with the experimental tests with the steam and gas engines.

The great importance of this practical work is well recognised and in the new Institute abundant provision will be made to extend as far as possible the experimental work to be done by each student.

Taken together, the reports of the teachers of the Engineering Classes point to satisfactory work having been done in that section of instruction. The discipline was perfect, the attendance good and the home exercises were done in a creditable manner, while the standard of the work was kept as high as could be forced from evening students.

With regard to electrical engineers: these attend, in addition to certain classes of the course for mechanical engineers, the classes in magnetism and electricity and in the principles of electrical engineering. A large number attend the elementary stages of the electrical classes, but very few keep on to a third year; and it is realised that we are unable at present to give them the instruction they want. This section of our work requires to be greatly developed, much apparatus must be acquired and provision made for practical work on an extensive scale.

In the classes for the Building trades; the higher work done in Building Construction was very encouraging. The third stage class was larger than in any former year and a fourth stage class has now been formed. The numbers in the classes for plumbers were rather under the average of past years, but the attendance in the cabinetmakers' and painters' classes and the class in carpentry and joinery was satisfactory.

In the Textile Classes the want of accommodation has amounted to a hardship. The first year lecture classes in jute-spinning and jute-weaving were very large and could have been divided with much advantage, but the greatest difficulty was in the machinery room, where the space was so limited, that, although the students were taken in sections, it was only possible to get a few of them near enough to the machines to see the parts being talked about. More assistance will be provided in future, so that the men may be taken in a number of smaller sections; but the first part of the new Institute to be built ought to be the textile department.

The Art Classes and the classes in Chemistry, Telegraphy and Naval Architecture were satisfactory, but do not call for remark.

During the session the Institute was visited by three special inspectors sent by the Department, namely: Professor Roberts Beaumont of Leeds, for Textile work; Dr. J. J. Dobbie for Chemistry and Sir Rowand Anderson for Architecture.

Professor Beaumont, who has visited the Institute on several occasions, saw the jute-weaving Classes at work and gave a much appreciated address to the students who were present. He reports that he is convinced there is scope in Dundee for an important Textile School, specialising in jute and linen manufacture, and believes the only hindrances to a great development of advanced work to be the present meagre accommodation and the want of looms for figure weaving. He regarded the examples in design and the methods of treating the subjects of fabric construction and analysis and the mechanism of weaving as satisfactory, and the work being done by the advanced students as of a good standard.

Dr. Dobbie was very pleased with the accommodation the Chemistry students were favoured with in the laboratory of University College. He made inquiries regarding the occupations of the chemistry students with the object of ascertaining if it would be advisable to have specialised lessons for different groups of students, but he found that there were no groups sufficiently large to warrant anything but a general course

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of instruction. He suggested the usefulness of a laboratory class in Technological Chemistry in which analysis, such as is done in works, with apparatus of works description, should be carried out, and that the starting of a class with laboratory instruction, for advanced students of engineering, was worthy of consideration. These are valuable suggestions and will not be forgotten when the equipment of the laboratories of the new Institute is being devised.

Sir Rowand Anderson inspected the art, architecture and building construction classes, and the classes for plumbers and house-painters. (His remarks will be found at the end of this volume.)

The suggestions of these special inspectors, more especially when their experience has been such that they realise what a lad may be expected to do in an evening class, is very valuable and the criticisms of men who are experts in their special subjects are most stimulating to the teachers and demand the most careful consideration.

IV.—Edinburgh and East of Scotland College of Agriculture.

Report on Work from May 1905—May 1906.

The session just finished has seen a most important development of the Edinburgh Centre for Agricultural Instruction. A conveniently situated central institution has been opened. In it there have been provided classrooms and fully equipped Chemical, Bacteriological, and Biological Laboratories, as well as much improved accommodation for the County Work and Administrative departments.

The following were the enrolments in the various Central Classes :—

Day Classes, 1905-06.

Agriculture and Rural Economy	21
Colonial and Indian Agriculture	28
General Chemistry (First Year's Course)	14
" " (Practical)	14
Mensuration and Land Surveying	24
Handicraft	6
Botany (Lectures and Practical)	16
Natural History (Zoology)	11
Geology	6
General Chemistry (Second Year's Course)	11
" " (Practical)	11
Agricultural Botany (Lectures and Practical)	21
Agricultural Chemistry	*10
" Engineering (Lectures and Practical)	7
Veterinary Science	14
Bacteriology	19
Book-keeping	33
Forestry	14
Economics	5
Agricultural Entomology	24
University Lectures in Dairying	4
Total Class Enrolment	*313
Number of Students	68
Farmers' Class	45
Total Number of Day Students	113

* Exclusive of five at the University.

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Evening Classes.

Agriculture (Elementary)	44
" (Advanced)	32
Agricultural Chemistry (Lectures)	35
" " (Practical)	29
Veterinary Science (Horses)	38
" " (Cattle)	32
Agricultural Natural History	33
Horticulture	56
Forestry	34
Total Class Enrolments	333
Number of Students	185
Total Number of Students attending Central Classes	298

Several students have now completed full courses of three years in the college, and six of them have, after examination, been awarded the college diploma.

Teachers' Classes under Article 91 (*d*) of the Day School Code.

The two years' course in Nature Knowledge, in connection with which the students met for three hours once a month, and which was attended by 76 students, was completed during the past session, as was also the Nature Knowledge course conducted at Selkirk on behalf of the Selkirk County Council.

A course in School Gardening, in which the practical work is carried on at the School of Gardening, Corstorphine, has been started and is being attended by 24 students.

Extension Lectures.

During the Session 335 lectures were delivered in short courses on Agriculture, Horticulture, Poultry-keeping and Veterinary Science. The total attendance at these lectures amounted to 16,068, or an average of 48 at each lecture.

Full details of the lectures are given in the College Calendar.

Systematic Instruction in Agriculture.

In connection with the County Work Department, systematic courses in Agriculture were conducted at the following centres:—

First Year's Course.

Centre.	Number of Meetings.	Number Enrolled.
St. Boswells	15	51
Denholm	15	26
Galashiels	15	23
Earlston	15	40
Eckford	15	34
West Linton	15	21
Tillicoultry	15	17
Total		212

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Systematic Instruction in Forestry.

Classes in Forestry were conducted at the following centres :—

Centre.	Number of Meetings.	Number Enrolled
Haddington	12	28
Kirkliston	12	25
Perth	12	48
Total		101

Instruction in Dairying.

Courses of instruction in Buttermaking and Dairying were conducted for three weeks at each of the following centres :—

	No. of Pupils.
Berwick—	
Channelkirk (Oxton)	24
Eyemouth	10
Fife—	
Upper Largo	22
Saline	22
Falkland	13
Forfarshire—	
Monikie	21
Kirkbuddo	18
Kirkden (Balmuir)	14
Tannadice	12
Kinross—	
Kinnesswood	21
Mid-Lothian—	
Glencorse	8
Edinburgh	24
Roxburgh—	
Lanton	15
Smailholm	23
Kirkton	21
Selkirk—	
Ashkirk	11
Yarrowfeus	12
West Lothian—	
Broxburn	8
Fauldhouse	12
Linlithgow	12
Total number of pupils	323

In connection with the Dairy Classes, at most of the centres, practical instruction was given in killing, plucking, and trussing poultry.

Advisory.

During the year the work in the Advisory Department has very considerably increased, as a direct consequence of the work done in the counties. Numerous letters of inquiry have been submitted to the staff. There has been a steady growth in the assistance given to school teachers. In addition to the courses of instruction in Nature Knowledge for Rural School Teachers, advice and assistance in laying out school gardens and plots have been given in several cases; and arrangements are in progress for further development in this branch of the college work.

Experiments.

A list of the experiments conducted during the year at 52 centres is given in the College Calendar.

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V.—Edinburgh Heriot-Watt College.

(Report by the Principal.)

The total number of students in the evening classes was 3,539. The previous session there were 3,741, so that there has been a drop of 202 students. This drop in numbers is accounted for by the transference of the agricultural classes to the new buildings of the College of Agriculture. The class entries in the agricultural classes amounted to 272. Our class entries for last session show a decrease of only 99, so that, notwithstanding the transference of the agricultural classes, there has really been a nett increase.

As the loss of these 200 students is thus accounted for, it is evident that the entrance test to the various classes is no longer causing the numbers of evening students to diminish.

By means of these entrance examinations we again rejected more than 200 students, principally in the elementary commercial classes. This fact probably accounts for the increase in the number of students at the School Board evening schools. In Commercial Arithmetic we were particularly severe, only 54 being admitted to this class out of over 100 applicants, the idea being that ordinary commercial arithmetic can be learned at the Board evening schools, and that our class in that subject should be highly specialised.

In this connection it is of interest to point out that in our elementary classes in English, Arithmetic, Book-keeping, Commercial Correspondence, Shorthand, Building Construction, and Machine Construction, one half of the students come from public elementary schools and the other half from the secondary schools. It is very evident from this that there are a large number of boys coming from the secondary schools and entering into commercial and industrial life in Edinburgh, who are not sufficiently qualified on leaving school to enter the advanced classes in these subjects in the Heriot-Watt College, and who therefore come to our elementary classes. This fact should be kept in mind in any new arrangements for the better co-ordination of our work with that of the School Board.

It is gratifying to be able to report that the number of students in our higher departments again shows an increase. In our advanced and honours classes we have had 932 entries as against 755 for the previous session, and it is evident from this that the college is gradually taking its place as a higher continuation school, doing more and more advanced work, and leaving the elementary work to be done by the evening schools.

From the evening students we received in fees £1,594 as against £1,662 last year, a decrease of £68, which is entirely accounted for by the loss of the agricultural students. In the day college we received £1,582, as against £1,637 for the previous session, a decrease of £55, which is partly due to the loss of the agricultural students in the day chemistry classes and partly to the decrease in the number of students attending the day art classes, owing to the decision of the Governors to discontinue the Life Class and limit the work to ordinary drawing. We have therefore had a drop in the total amount taken in fees of £120, and this is the first time for many years that we have had to report a decrease. There can be no doubt that the college has suffered in income by the transference of the agricultural classes, as we have not only lost in fees, but have lost also a considerable sum as grant from the College of Agriculture for the use of our rooms, a sum which is no longer at our disposal. The loss of this money has made it very difficult to carry on the work of the College efficiently, and at the same time keep within the sum at the disposal of the Trust for the work of the college.

The most important departure during the past session has been the opening of the laboratory for the study of Technical Mycology, under the charge of Dr. Westergaard. This new laboratory is being liberally supported at present by contributions from the various trades interested, such as brewing,

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distilling, malting, and baking. The number of students attending has been very gratifying, the class entries in the day and evening classes amounting to thirty. This number represents all that the new laboratory can accommodate. We are making new arrangements which will increase the accommodation next year. The forthcoming calendar of the college will contain a complete scheme of instruction which has been arranged for brewers' apprentices, and has been received with approval by the Edinburgh brewers.

I have also pleasure in reporting that besides the contributions which will guarantee the salary of the lecturer for the next five years, Mr. Robert M'Vitie has promised to present us with ten microscopes at £12 12s. each.

During the year the new laboratory for the study of the higher branches of electrical engineering has been opened, the money for the equipment of which, amounting to £1,000, was supplied by the Carnegie Trust and the Scotch Education Department.

The equipment of the Mechanical Engineering Laboratories has also been largely improved. We have now got a steam turbine, and the latest types of Gas, Oil, and Petrol engines, and these have been obtained partly by presentations to the college, and partly by the purchase of new machines by the Trust. Professor Stanfield will now be able to give his students a complete training in the most modern types of Prime Movers, and, in addition, he is busy erecting a gas-producing plant, which has been lent to the college for a year, so that his students will be able to study the latest and most economical methods of producing power from coal.

In my report of last year, reference was made to the difficulty of co-ordinating the work of the Trade and Art Classes. In the new calendar will be found courses of study for those engaged in the artistic trades. These courses of study have been drawn up by Mr. Riddel, and will prove of much use to the students working at these different trades. In the new calendar will also be found for the first time a special portion containing complete courses of study for Mechanical Engineers, Electrical Engineers, Chemists, Miners, Architects, Printers, and Sanitary Inspectors.

During the past year two Trade Committees have come into existence, representative of the Plumbing Trade and the Printing Trades. The Plumbing Trade Committee has not as yet been able to have many meetings, but the Printing Trades Committee has met several times, and various suggestions have been made for the improvement of the classes in the college which deal with printing and allied trades.

This Committee has also prepared a list of employers of the city who have apprentices attending the college, and a report has been made on the work done by these apprentices. It has been arranged to send a copy of this report to the firms interested.

The enthusiasm shown by this Committee, and the good work it has done in the advancement of the teaching of Printing and the allied trades in the college, augurs well for the future of such trade advisory committees.

It may be mentioned that arrangements have been made for the housing of the Typographia classes next winter. This is a temporary arrangement, the management of the classes still being left in the hands of the Typographia. The question of the final transference of the classes has not yet been settled.

There is nothing of special importance to announce in connection with changes in the college staff, but it is very gratifying to know that Mr. Alexander Gray, to whom reference was made in last year's report, has, after carrying off the highest honours at M'Gill University, obtained an excellent appointment in a large electrical engineering firm in the States.

During the year more than the usual amount of research work has been turned out by the staff of the college, of which the following is a list:—

Professor Gibson — "On the Relation between Concentration and Electrolytic Conductivity in Concentrated Aqueous Solutions." (*Transactions of the Royal Society of Edinburgh.*)

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Dr Denison and Dr. Steele — "An Accurate Method for the Measurement of Transport Numbers and Ionic Velocities." (Read before Royal Society, London, by Sir William Ramsay, K.C.B.)

Dr Denison and Dr. Steele — "A New Method for the Measurement of Hydrolysis in Aqueous Solution based on a Consideration of the Motion of Ions." (*Journal of Chemical Society.*)

Professor Stanfield read a paper before the Royal Scottish Society of Arts on "Some Additions to the Experimental Plant in the Heat Engine Laboratory at the Heriot-Watt College." Professor Baily read a paper before the Royal Scottish Society of Arts on the new Alternating Current Laboratory of the College, and Professor Baily and myself read a paper, also to the Royal Scottish Society of Arts, on a new method and apparatus for testing varnishes.

For the diploma examination this year, Professor Beare and Mr. Mavor again acted as Assessors, and, in accordance with Mr. Mavor's suggestion made last year, he and Professor Baily had a meeting, so that the papers were thoroughly discussed by the assessors and our professors before being finally drawn up. Two candidates have been awarded the diploma in Mechanical Engineering, one candidate has been awarded the diploma in Electrical Engineering, and one candidate has obtained both diplomas.

The tailors are very anxious that the course of lectures given by Mr. Riddel should be followed up by the starting of a practical class in cutting. The suggestion is an admirable one, but we have had to delay further consideration of it, because of the difficulty of finding room. I have no doubt that such a class would be welcomed by the tailors of Edinburgh.

EVENING CLASSES.

Detailed Statement of Class Entries.

I.—*Scientific and Technological Classes.*

Machine Construction (Elem., 95; Adv., 34)	129
Applied Mechanics (Elem., 98; Adv., 28; Hons., 17)	143
Prime Movers (Elem., 58; Adv., 18; Hons., 10)	86
Graphics	31
Strength of Materials	43
Mechanics of Structures (Course I., 10., Course II., 8)	18
Handicraft (Metal Work)	23
Electricity and Magnetism (Elem., 139; Adv., 30; Hons., 9; Pract. Adv., 13; Pract. Hons., 4)	195
Electrical Engineering (Elem., 134; Adv., 23; Hons., 24)	181
Telegraphy and Telephony (Ord., 13; Hons., 19)	32
Physics (Elem., 43; Adv., 10; Pract., 46)	99
Chemistry—	
Theoretical Inorganic (Stage I., 51; Stage II., 32; Stage III., 12)	95
Practical Inorganic	95
Theoretical Organic (Elem., 11; Adv., 7; Hons., 7)	25
Practical Organic	25
Paper-making Chemistry (Theor., 19; Pract., 19)	38
Physical Chemistry Lectures	5
Mathematics (Stage I., A, 120; B, 106; Stage II., 70; Stage III., 24; Stage IV., 10; Calculus, 15)	345
Mensuration	39
Land Surveying and Levelling	24
Geometrical Drawing (Elem., A, 101; B, 35)	136
Geometry (Practical Plane and Solid)	12
Mining Engineering (Elem., 7; Adv., 17)	24
Mine Surveying	20

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Mineralogy	7
Geology (Elem., 21; Intermediate, 13; Economic, 10; Pract. and Hons., 5)	49
Building Construction (Elem., 108; Adv., 85; Hons., 1st year, 33; Hons., 2nd year, 9)	235
Architectural Perspective	30
Quantity Surveying (Jun., 50; Sen., 19)	69
Sanitary Science	110
Municipal Engineering	37
Physiology (Jun., 47; Sen., 15)	62
Hygiene (Jun., 39; Sen., 15)	54
Botany (Elem., 39; Adv., 12; Adv. Pract., 10)	61
Pharmaceutics (Materia Medica)	19
Paper Manufacture	24
Gas Fitting	20
Natural History	14
Technical Mycology	14
Total in Science and Technological Classes	2,668

II.—*Art and Trade Classes.*

Art Department	432
Painters' and Decorators' Work (Jun., 62; Sen., 24; Adv., 11)	97
Photo-Process Work (Photography, 11; Etching, 8)	19
Lithography	12
Typography	9
Bookbinding	14
Carpentry and Joinery (Ord., 42; Hons., 17; Pract., 9)	68
Plumbers' Work (Jun., 62; Sen., 18; Pract., 61)	141
Masonry and Brickwork (Ord., 18; Hons., 7)	25
Cabinet Making	26
Wood Carving	18
Watch and Clock Making	15
Total in Art and Trade Classes	876

III.—*Commercial Classes.*

Shorthand (Jun., A, 53; B, 59; C, 39; D 28; Inter., A, 47; B, 29; Reporting, 34; Reporting Practice, 21)	310
Book-keeping (Jun., A, 69; B, 41; Sen., 45)	155
Commercial Correspondence and Précis Writing	42
Commercial Arithmetic	54
English Language and Composition (Jun., 67; Adv., 47)	114
French (Elem., A, 73: B, 77; Inter. A, 56; B, 44; Sen., 69; Sen. Adv., 28; Com., 10)	357
German (Elem., 56; Inter., 38; Sen., A, 24; B, 20; Com. 15)	153
Spanish (Jun., 20; Sen., 10)	30
Commercial Geography	14
Economic Science	13
Commercial History	7
Practice of Commerce	29
Principles of Accounting	29
Algebra for Accountants	44
Actuarial Science	3
Banking and Banking Law	25
Commercial Law	9
Lectures to Grocers	38
Total in Commercial Classes	1,426

IV.—*Literature, Music, and Languages.*

English Literature and Composition	58
Latin (Jun., 47; Sen., 38)	85

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Greek	13
Elocution (Elem., 87; Adv., 66)	153
Music (Jun., 67; Sen., 27; Harmony and Counterpoint, 7)	101
Total in Literature, Music, and Languages	410
Total in Science and Technological Classes	2,668
Total in Art and Trade Classes	876
Total in Commercial Classes	1,426
GRAND TOTAL	5,380

SUMMARY.

Evening Classes.

Number of Individual Male Students	2,941
" " Female "	598
Total Number of Individual Students	3,539

Day Classes.

First Year Engineering Students	65
Second Year " "	30
Third Year " "	20
Chemistry Students	22
Technical Mycology Students	7
Miscellaneous and Special Students in Mathematics, Physics, Chemistry, Machine Drawing, Handicraft	11
Agricultural Students	6
Art Students	21
Total Number of Individual Students	182
Day and Evening Departments—Individual Students	3,721

Day College Summer Session.

Students taking Workshop Practice	21
Students taking Laboratory Work in Physics and Chemistry	16
TOTAL	37

ABSTRACT OF OCCUPATIONS.

Young Men.

Building Trades, including Workers in Wood, etc.	244
Engineers, Blacksmiths, Mechanics, Workers in Metal, etc.	425
Electrical Engineers, Electricians, Scientific Instrument Makers, Watch and Clock Makers, etc.	215
Architects, Surveyors, Civil Engineers, Mining Engineers, Draughtsmen, etc.	365
Printers, Compositors, Lithographers, Engravers, etc.	91
Painters and Decorators	103
Plumbers, Gasfitters, etc.	98
Trades involving Applied Art—Jewellers, Furniture Makers, Bookbinders, Photographers, etc.	91
Chemists, Analysts, Brewers, Druggists, etc.	103
Clerks in Commercial Offices	361
Clerks in Government Offices, Banks, Law Offices, Insurance Offices, Accountants Offices and Public Offices	359
Salesmen, Shopkeepers, Warehousemen, etc.	186
Teachers	72

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Students	76
Occupations not included in the above classifications	75
No occupation stated (chiefly boys just left school at time of enrolment)	77
Total number of Young Men	2,941

Young Women.

Printing Trades	11
Dressmakers, Milliners, Tailoresses, etc.	21
Clerkesses, Cashiers, Civil Service, etc.	167
Saleswomen, Shopkeepers, etc.	13
Teachers, Governesses, etc.	84
Art Decorators and Designers	19
Students (University, Training College, etc.)	33
Occupations not included in above classifications	15
No occupation stated	235
Total number of Young Women	598
TOTAL NUMBER OF MATRICULATED STUDENTS	3,539

VI.—GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

The completion of the first section of the new buildings and the removal of the College to its new home are the most prominent features of the past session, and give to it the distinction of marking the first definite stage in the large scheme of development upon which the Governors have been engaged for some years.

It will be remembered that the memorial stone of the new buildings was laid by His Majesty the King on the 14th May, 1903, and the first section, forming the largest structure of the kind in Britain, has therefore been completed and the whole of the liabilities in connection with it discharged within a period of three years. The work of the session was begun in September last in the new buildings, and they were formally opened on 21st December, 1905, by the Right Hon. John Sinclair, M.P., the Secretary for Scotland. The ceremony took place in the Examination Hall, Sir William Robertson Copland presiding.

The equipment of the new laboratories has been very fully considered during the session, especially of those devoted to Mechanics and Motive Power Engineering. With a view to the economical expenditure of the funds at the disposal of the Governors for this purpose, the Secretary and Director, together with the Professor of Mechanics, recently visited nearly all the important engineering laboratories in the United States and Canada, and it is believed that in the result the College laboratories will be found to compare very favourably with those of any similar institution. The Mechanics and Hydraulics Laboratory will shortly contain the following new apparatus:—

(1) Horizontal testing machine, 100 tons; (2) torsion testing machine; (3) instrument for measuring small torsional strains; (4) Ewing's extensometer; (5) Martin's extensometer; (6) machine for experiments on materials under combined tension and torsion; (7) Girard turbine; (8) reaction turbine; (9) Pelton wheel; (10) brakes, techometers, gauges, &c.; (11) weir gauges; (12) hook gauges; (13) measuring tanks, valves, and floats; (14) centrifugal pump and motor; (15) reciprocating pump and indicators; (16) jet tank and stand pipe; (17) transmission of dynamometers, &c.

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The following additional equipment will be furnished for the Motive Power Engineering Laboratory:—

(1) Gas engine (the gift of Messrs. Pollock, Whyte, & Waddell) and a suction producer plant of 10 to 15 b.h.p.; (2) an apparatus for testing gauges and indicators under steam pressure; (3) apparatus for testing the efficiency of different non-conducting materials; (4) two condensers for experiments upon latent heat and rate of condensation as governed by speed of circulation; (5) a horizontal steam engine, with drop piston valves, suitable for using with steam of very high superheat, and specially arranged for experimental work, more particularly upon cylinder condensation and valve leakage; (6) a special motor car testing plant, for examination of the losses in transmission and for the study of the accelerating powers of different types of gear, the *châssis* being the gift of the Argyle Motors, Ltd.,; (7) a Diesel engine; (8) an Otto cycle oil engine; (9) a separately fired superheater; (10) a compound air compressor, for testing the effect of speed and different methods of cooling upon the efficiency of compression; (11) an ammonia refrigerating plant.

The general equipment of the Chemical Laboratories was completed last session, but the Laboratory for Electro-Chemistry still awaits the provision of the necessary apparatus. The Laboratories in the Department of Technical Chemistry have been supplied with apparatus for the demonstration of filtering, grinding, evaporating, precipitating, crystalising, and drying operations, and also with special apparatus for the examination and valuation of fuels and gases, including the bomb and other forms of calorimeter, a Junkers' gas calorimeter, appliances for high-temperature measurement, an experimental gas producer of the Dowson type, an experimental coal-distilling plant ($\frac{1}{1000}$ ton), and a bar photometer.

The new School of Bakery has been completed and equipped ready for the coming session, and will be opened during the current month. The establishment of this School is the culmination of long-continued effort on the part of the bakers of Scotland, through the Master Bakers' Association, to provide technical instruction in subjects bearing upon their trade. The Association has obtained subscriptions towards the Building and Equipment Fund from bakers in every district in Scotland, and their interest in the establishment of the School augurs well for its future success. Mr. Alexander Murdoch, an Associate of the College in Chemistry and a practical baker, has been placed in charge of the Bread-baking Section, and Mr. S. P. Borella, the specialist in confectionery, well-known through his contributions on this subject to the technical press, will be responsible for the classes in Confectionery.

The Bakery has been fitted with a draw-plate oven, a Vienna oven, and a peel oven, and with machinery for the preparation of the raw materials, the chief part of the equipment having been supplied, free, by Messrs. Joseph Baker and Sons, Ltd., of London.

A beginning has been made with the second section of the new buildings, which will form the centre block of the Andersonian wing facing George Street. The foundation work has been completed, and the main walls have been brought to a ground level, but operations have been suspended for lack of funds. The Governors have determined that they will not place a load of debt upon the College, and they do not propose to enter into further contracts until additional subscriptions have been promised. The present position of the Building and Equipment Fund is as follows:—

Subscriptions, &c.			£245,773 19 10
Expenditure—			
Site	£44,653 0 0		
Buildings—first section	155,607 0 0		
Equipment	22,788 18 9		
Foundations of second section, about	5,000 0 0		
		228,048 18 9	
Balance available for second section			£17,725 1 1

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This balance includes a grant of £10,000 which the City Council have been good enough to promise from the Common Good, conditional upon a grant of at least an equal amount being received from the Education Department.

The decision of the Education Department regarding the allocation of funds in their hands, out of which a grant to the Building Fund may be made, is not yet known, but it is believed that favourable consideration will be given to the application of the Governors. It is estimated that a sum of £70,000 is still required to complete the Andersonian wing, and a further expenditure of £30,000 will be necessary to complete the equipment. The above-named sum of £17,725 1s. 1d. must, therefore, be very largely supplemented before the Governors can proceed with the building. Lest any doubt should arise regarding the economical expenditure of the subscriptions already given, it may be briefly stated that the buildings already erected, which are of the most substantial character, and fireproof throughout, have cost not more than 7½d. per cubic foot, and that, large as these buildings are, they cannot provide all the accommodation necessary, as a considerable number of classes still occupy rooms rented by the Governors elsewhere.

The removal of the old Andersonian Building to make room for that section of the new buildings to be known as "The Andersonian Wing" cannot be allowed to pass without notice. When Anderson's College was established in 1796 it was in this building, then occupied by the Glasgow High School, that the classes first met. It was purchased by the College in 1827, and since then has continued to be the most important of the buildings in which the work of the College has been carried on. In this building was established the first British laboratory for public instruction in Chemistry, opened by Thomas Graham in 1830, and successively occupied by Dr. William Gregory; Dr. Frederick Penny; Dr. T. E. Thorpe, F.R.S.; and Dr. William Dittmar, F.R.S., the immediate predecessor of the present occupant of the Chair of Chemistry.

It was in this building also that, for over a quarter of a century, Professor James Blyth, M.A., LL.D., ably and successfully fulfilled the duties attached to the Chair of Natural Philosophy. His sudden death on 15th May last severed the last link existing between the College as it is now constituted and the staff of "the old Andersonian." His memory will be cherished by thousands of his former students, many of whom frequently revisited the familiar lecture room, attracted by his simple unassuming character and his friendly interest in their progress. Governors and colleagues alike regret the loss the College has sustained in the death of their much-respected Senior Professor.

The only change in the Board of Governors during the year was that caused by the retirement of Mr. William Boyd Anderson, whose term of office as representative of the Faculty of Procurators had expired. Mr. Anderson took an active part in College administration, particularly in the management of finance and property, and, latterly, in reorganisation of the Industrial Arts Classes, and his services to the College were much valued by his colleagues. The Governors have given a cordial welcome to his successor, Mr. James Mackenzie.

In June last the honour of knighthood was conferred upon Sir William Robertson Copland, the Chairman of the Governors. His colleagues have expressed to him their gratification at His Majesty's recognition of his labours in the cause of technical education, and have recorded in their minutes their appreciation of his unwearying and successful efforts to promote the welfare of the College.

The Governors have also noted with pleasure the election of Mr. George T. Beilby to the Fellowship of the Royal Society. As Convener of the Committee in charge of the Department of Chemistry and Metallurgy, he has for some years taken the leading part in the supervision of this section of the College work, and the Governors are pleased that his high scientific attainments, freely applied in the interests of the College, have received the public recognition most valued by men of science.

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The most important change in the staff was that caused by the death of Professor James Blyth, M.A., LL.D., already referred to. As his successor the Governors have appointed Mr. James Muir, M.A.. D.Sc., to the Chair of Natural Philosophy. Dr. Muir has long been associated with the College, first as a pupil of Allan Glen's School, and afterwards as a student of the College proper. He was admitted an Associate in 1897, and subsequently acted as Dr. Blyth's assistant. He was, moreover, a distinguished student of the University of Glasgow, graduating B.Sc. in Engineering in 1896, and receiving the degree of D.Sc. in 1902. In 1897 he was awarded a Royal (1851) Exhibition Scholarship, which he held at Cambridge University for three years, carrying on physical research, mainly in subjects bearing upon Engineering. He subsequently proceeded to the degree of M.A. of that University. Since leaving Cambridge he has been engaged in the University of Glasgow as Assistant to the Professor of Natural Philosophy, Arnot and Thomson Demonstrator in Physics, and Lecturer on Electricity.

The development of the classes in what was formerly known as the Industrial Arts Department has led to a reorganisation of this section of the College work. The classes in House Decoration, Cabinetmaking, and other similar trades have been placed under the supervision of the Committee in charge of the Department of Architecture, and Mr. John Ednie has been appointed Superintendent of this group. Mr. Ednie was trained under the late Mr. W. Scott Morton, of Edinburgh, in wood-carving, design, and decoration, and the design and working of Tynecastle tapestry. He had assisted Mr. J. Kinross, R.S.A., in work of importance, and had also been engaged under Messrs. Garvie and Son, of Aberdeen. He was employed by Messrs. Wylie and Lochhead, of Glasgow, and was also chief lecturer on Furniture Design and Construction at the Heriot-Watt College, Edinburgh. In view of the relationship existing between the College and the School of Art, and the desire on the part of the governing bodies of both institutions to co-ordinate their work, the authorities of the School of Art were consulted regarding Mr. Ednie's appointment, and it has been made with their full concurrence.

Owing to the increase in the number of classes in the Department of Printing, the Governors have confined Mr. Crosskey's services to the superintendence of that Department. These classes now include sections devoted to Lithography, Typography (with separate divisions for machinists and for compositors), and Bookbinding.

Of the junior members of the staff, Mr. Matthew Graham Anderson, B.Sc., after six years' valuable service in the Department of Mechanics, latterly as Senior Assistant, has been appointed Lecturer in Engineering in the Manchester Municipal School of Technology.

Mr. T. J. Murray, Ph.D., one of the Assistants in Chemistry, has been appointed Demonstrator in Chemistry in the University of Birmingham. He has been succeeded by Mr. Forsyth J. Wilson, B.Sc., Ph.D.

Mr. John W. M'Trusty, Assistant in the Department of Mining, has been appointed to a Lectureship in the Wigan Mining College.

Mr. James A. Cormack, B.Sc., Assistant in the Department of Engineering Drawing, and an Associate of the College, has been appointed to the important position of Lecturer on Civil Engineering at the College of Engineering at Tongshan, under the Chinese Imperial Railway Administration.

Mr. W. S. Denham, Assistant in the Department of Chemistry, has received the degree of B.Sc. from the University of London, and Messrs. Robert Royds and J. W. Campbell, both Assistants in the Department of Engineering, have received the degrees of M.Sc. and B.Sc. respectively, from the University of Manchester.

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The following statement shows the number of students enrolled for this and the preceding session :—

	1904–5.	1905–6.
Individual Students—		
Day Classes	530	535
Evening Classes—		
In College	*4,116	3,758
At Country Centres	66	54
Total Individuals	4,712	4,347
Class Enrolments—		
Day Classes	1,855	2,071
Evening Classes	*6,722	6,190
Totals	8,577	8,261
"Student-hours"—		
Day Classes	153,200	173,806
Evening Classes	*249,779	226,061
Totals	402,979	399,867

In the above Table all the figures referring to classes of a special character, not forming part of the ordinary curriculum, are excluded. For the courses of lectures delivered under the David Elder Lectureship Endowment, subsequently inentioned, 920 tickets were issued.

It will be noticed that the figures referring to day students continue to indicate progress. The number of individual students has increased very slightly, but the numbers of class enrolments and "student hours" show a substantial improvement, and indicate that the number of students following systematic courses of study and giving their whole time to College work is increasing. The decrease in the number of evening students is due solely to the operation of the agreement between the College and the local School Boards, referred to in last year's report. In accordance with this agreement the Governors ceased to conduct elementary classes in Mathematics, Engineering Drawing, and Building Construction, the students being transferred to the corresponding classes under the School Boards. On their part, the School Boards undertook not to conduct classes which would overlap with the higher classes in these subjects carried on by the College. but during the past session this arrangement had a somewhat one-sided result, as very few students prepared in the elementary classes of the School Boards were received in the College, hence the decrease in the total number of College students. It is believed that this diminution will be temporary as the Joint-Committee representing the School Boards and the College has had several meetings during the year with the object of improving the arrangements for the passing on to the College of Continuation Class students capable of profiting by the higher instruction the College offers.

The David Elder Lectures in Astronomy, endowed by the late Mrs. John Elder, LL.D., were inaugurated by Professor H. H. Turner, M.A., D.Sc., F.R.S., Savilian Professor of Astronomy in the University of Oxford, who delivered the first two lectures. These were followed by two series of lectures—one by the Rev. Edward Bruce Kirk, formerly Assistant to the late Professor Tait, and one by Professor George Forbes, M.A., F.R.S., the predecessor in the College of the late Professor Blyth. All the lectures were well and regularly attended, and the gratifying success of this new development indicates the existence in the locality of a keen interest in the study of Astronomy—an interest that Mrs. Elder's generosity has placed the

* NOTE.—The figures for 1904-5, published in the last report, included the students attending special classes not forming part of the regular classes. These figures are omitted from the present table so that a proper comparison may be made with the figures for 1905-6.

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Governors in a position to foster. The value of future courses will be much enhanced by the gift to the College of the late Mr. John Dansken's astronomical instruments and library of books on astronomy, received from Mr. Dansken's Trustees and family. The books have already been placed in the College library, and will be known as the Dansken Collection. Suitable provision will be made in the section of the building still to be erected, for an observatory, in which the instruments will be mounted. These include a 12-inch reflecting telescope, with mounting and driving clock; a 7-inch refracting telescope; and a transit instrument and stand.

Several of the special accounts dealing with endowments for bursaries and other specific purposes show credit balances, but the general account, covering the principal operations of the College, is left with a deficit of £2,583 4s. 6d.

The increased expenditure resulting in this deficit is entirely due to the large developments which have taken place within the College during recent years and to the increased cost of working involved by the occupation of the new buildings. The Governors will be placed in a position of much anxiety if additions to the revenue are not forthcoming. One-half of the approved expenditure is met by grants from the Scotch Education Department on the condition that the other half is provided from local sources; but the income from local sources has not kept pace with the growth of the College. The principal annual grant towards working expenses is that from the City Council, which has fallen from £4,700 in 1903–4 to £4,380 for the session of 1906–7. The reduction has, no doubt, been caused by the diminution in the Residue Grant allocated to the City, and not by any failure on the part of the Corporation to appreciate the work the College is doing—an appreciation which has frequently been expressed in other ways. But its effect on the work will be none the less serious; and, in the absence of additional income, the Governors will be compelled to give definite refusals to the many demands they receive for the establishment of new classes, even if they are not obliged to curtail the present operations of the College. It is, of course, impossible to expect that the class fees which can be paid by artisans can cover the cost of the instruction provided. The endowments of the College and the grants from the Corporation and the Education Department have made up the deficiency in the past, but this is not now the case, and the success which has marked the work of the last few years is the immediate cause of the straitened financial position which the Governors are now called upon to face.

The following is an excerpt from the Report of the Librarian:—

"The new Reading Room is all that could be desired in respect of form, size, and lighting, and is advantageously situated for supervision by the Librarian. The attendance in the Reading Room, especially during the evenings, showed a marked improvement on former years.

"The removal to the new buildings gave the requisite opportunity for commencing a rearrangement of the Library on modern lines; and with the object of seeing in operation the chief systems of library working, I visited the principal libraries in Newcastle-on-Tyne before the beginning of the session, and those in New York, Philadelphia, Washington, and Boston in the spring of this year. These visits proved most instructive, and very valuable information was gathered regarding the details of different methods of conducting large and small libraries, general and sectional.

"The right of readers to confer with the Librarian on all matters connected with their reading was productive of excellent results. Students seemed to be aware of the arrangement from the outset; and the great majority sought advice freely as to choice of books or sources of information on subjects in which they were interested."

In accordance with the terms of the special minute governing grants to the College from the Education Department, the College has been visited during the session by Dr. J. J. Dobbie, F.R.S., who, on behalf of the Education Department, inspected the work of the Departments of Chemistry, Technical Chemistry, and Metallurgy. The Governors have

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every reason to be gratified with the report of Dr. Dobbie. He spoke in high terms regarding the arrangement of the laboratories in these departments and the character of the instruction given. He deplored the fact that the number of assistants was not sufficient to permit the Governors to reduce the working hours of the staff sufficiently to allow enough time to be devoted to original research. He expressed the opinion that the teaching of Chemistry, at all events in its higher branches, is never so efficient as in the hands of those who are themselves actively engaged in widening the boundaries of chemical knowledge; and that it is not possible for the College to properly fulfil its functions in relation to the chemical industries of the country unless it affords adequate opportunities for the prosecution of research. The Governors cordially agree with this opinion; and, while they would be only too glad to render the arrangements in these and other departments of the College more satisfactory by the appointment of additional assistants, they regret that financial considerations make this impossible at present.

Dr. Dobbie also referred to the fact that the Governors had felt themselves precluded from opening classes in Dyeing and Bleaching on account of the provision already made to some extent in the Glasgow Weaving College. He expressed the hope that an arrangement would be made whereby the College laboratories could be used for the advancement of the textile industries; and with a view to this, negotiations have now been opened with the Weaving College, and a special course in Chemistry has been arranged for students of Dyeing and Calico Printing.

Sir Rowand Anderson, LL.D., inspected the Architecture Department of the College on behalf of the Education Department. The Governors were gratified by his remarks regarding the efficiency of the work of the classes in Architecture and Building Construction, and by his approval of the steps taken for the reorganisation of the classes for painters, cabinetmakers, and other tradesmen, now included in this department.

Mr. F. Y. Golding, on behalf of the Department, inspected the classes in Boot-making. These classes have hitherto been conducted on a somewhat small scale; but Mr. Golding spoke of the work done as being very creditable, and commended the arrangements made for the additional classes to be established next session for machinists.

The reports of the External Examiners for Trade classes were submitted to the Governors after the final examination of the session, and, without exception, were of a satisfactory character. The External Examiners were :—

Boilermaking—Mr. John Irving, of Messrs. Denny and Co., Dumbarton.

Plumbing—Alderman Richard Hind, J.P., ex-Mayor of Stockton-on-Tees.

Sheet-Metal Work—Mr. Duncan Maitland, of the Caledonian Railway Company.

Bootmaking—Mr. W. Richardson, of Messrs. Kelly and Co., Kilmaurs.

Typography—Mr. Walter B. Blaikie, of Messrs. T. and A. Constable, Edinburgh.

Lithography—Mr. D. Cumming, of Messrs. M'Lagan and Cumming, Edinburgh.

Bookbinding—Mr. William Pender, Edinburgh.

The arrangements for the coming session include the following new classes :—

In the Department of Civil Engineering a complete series of classes has been arranged to cover the subjects of Harbours and Docks, Railways and Roads, Sewerage and Water Supply, Foundations and Materials, and Mechanics of Structures. In the Department of Bacteriology new courses have been instituted to meet the requirements of candidates for the College Diploma in Chemistry. In the Department of Technical Chemistry a special course will be given on the Manufacture of Sulphuric Acid. Reference has already been made to the opening of the School of Bakery, and full courses of instruction for both day and evening students have been

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organised. In addition to the subdivision of several evening classes caused by the increase in the enrolments, special evening courses will be given in Gas Distribution and Lighting, Valve Diagrams and Valve Gears, the Screw Propeller, as well as several courses in Civil Engineering, on the same lines as those arranged for day students. Among the Trade classes a special course of lectures has been arranged for grocers and provision merchants. An additional course for machinists will be added to the ordinary classes for bootmakers; and the Governors are indebted to the British United Shoe Machinery Company, Limited, for the loan of a number of valuable machines for the use of the instructors, and to the Singer Manufacturing Company for the loan of other machines used for demonstration purposes. In the Department of Plumbing special courses will be given in Lead Burning. At the instance of members of the watchmaking trade new classes have been organised for watchmakers, and these have been placed under a Provisional Committee, consisting of employers and operatives; the workshop is being supplied with a very satisfactory equipment of tools, the cost of which will be covered by subscriptions from the trade.

Enrolments in the Several Departments of the College.

Day Classes.

Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mathematics.				
Course I.	112	119	12,008	12,008
Do. II.	56	94	4,315	4,315
Do. III.	25	119	2,631	2,631
Summer Session	23	51	821	1,348
Natural Philosophy.				
General Course I.	109	118	11,430	11,430
Experimental Physics, Course II.	14	68	908	908
Dynamics, Course II.	4	45	165	165
Thermodynamics	36	23	753	753
Practical Physics, Engineers	84	24	1,542	4,621
„ General	7	119	303	622
Medical Physics	8	57	436	436
Summer Session—				
Experimental Physics, General Course	11	21	199	199
Practical Physics, Course for Chemistry Students	12	42	349	1,008
Chemistry.				
Inorganic Lectures, Course I.	114	117	11,675	11,675
Organic Lectures, Course I.	13	42	542	542
Laboratory, Engineers	81	23	1,504	4,512
„ General Course I.	56	124	2,016	6,956
„ „ II.	28	125	2,714	13,949

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Chemistry—continued.				
Summer Session—				
Inorg. Lect., General Course	18	19	263	263
„ Course II.	14	47	558	558
Organic Lectures, Course II.	13	46	575	575
Physical Chemistry	7	45	292	292
Laboratory, General—				
Course I.	25	50	1,004	3,098
„ II.	23	52	1,070	5,955
Special Courses for Teachers—				
Course I.	12	15	180	900
„ II.	5	15	73	375
Technical Chemistry.				
Laboratory, Fuels and Oils	38	25	848	1,696
„ General Course	7	121	255	839
Summer Session—				
Laboratory	5	52	204	712
Metallurgy.				
Lectures, Course I.	12	41	436	436
„ „ II., Iron and Steel	6	65	323	323
„ „ „ Precious Metals	7	45	267	267
„ „ „ Assaying	9	23	177	177
Laboratory	15	122	1,090	5,013
Summer Session—				
Lectures, Course II., Heavy Metals	8	45	287	287
Laboratory	11	51	303	1,131
Mechanics.				
Lectures, Course I.	102	49	4,476	4,476
„ „ II.	54	72	3,616	3,616
„ „ III. (Dynamics of Machinery)	17	47	751	751
„ „ „ (Strength of Materials)	23	49	1,077	1,077
Laboratory, Course I.	37	24	827	2,481
„ „ II.	15	24	333	999
Mechanics of Structures, Course I.	59	47	2,100	2,100
„ „ „ II.	17	25	371	371
„ „ „ III.	13	24	232	232
Structural Drawing	5	98	199	496
Summer Session—				
Lectures	26	52	810	810
Engineering Drawing.				
General, Course I. (Engineers)	88	70	5,474	14,658
„ „ (Chemists)	14	24	231	693
„ (Public Health Students)	3	22	68	198
„ Course II.	37	48	1,601	4,803
General Design	12	23	260	1,040
Naval Architecture Drawing	2	46	88	352
Materials of Construction	40	24	863	863
Descriptive Geometry	21	46	609	667
Summer Session—				
General Drawing	17	38	428	1,221

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Civil Engineering.				
Railways and Roads	57	25	1,206	1,206
Harbours and Docks	28	25	556	556
Surveying	58	25	1,179	1,179
Drawing	6	25	139	278
Prime Movers.				
Lectures, Course I.	51	49	2,217	2,217
„ „ II.	22	72	1,503	1,503
Laboratory, Course I.	21	47	900	2,700
„ „ II.	13	45	514	1,542
„ Electrical Engineers	6	23	119	357
Electrical Engineering.				
Lectures, Course I.	50	49	2,300	2,300
„ „ II.	18	72	1,094	1,094
Laboratory, Course I.	22	116	1,129	3,348
„ „ II.	14	116	982	3,007
„ Special Courses	13	24	267	863
Summer Session—				
Laboratory	12	47	258	769
Mining and Geology.				
General Mining	6	47	259	259
Coal Mining	8	24	182	182
Geology and Mineralogy	14	47	565	565
Laboratory and Drawing	12	116	1,094	2,718
Summer Session—				
Geology, General Course	19	10	155	155
Mine Surveying	8	53	419	1,257
Architecture.				
Course Ia.	6	120	579	1,267
„ Ib.	3	75	148	444
„ II.	3	120	335	1,005
„ III.	1	48	34	102
Totals	2,071	4,482	105,063	173,806

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Classification of Day Students giving whole time to College.

—	1st Year.	2nd Year.	3rd Year.	Total.
Diploma Course Students :—				
Civil Engineering	82	4	1	142
Mechanical Engineering		13	12	
Electrical Engineering		13	7	
Naval Architecture		—	2	
Mining		5	3	
Chemistry	11	11	4	27
Metallurgy		1	—	
Architecture	10	5	1	16
Other Engineering Students :—				
Candidates for admission to Royal Navy, etc.	7	20	1	28
Additional during Summer Session only	5	—	—	5
Other Mining Students :—	2	2	1	5
Other Chemistry Students :—				
Candidates for Institute of Chemistry Examinations, Research Students, etc.	7	5	2	14
Additional during Summer Session only	15	5	—	20
Other Metallurgy Students :—	3	5	2	10
Other Architecture Students :—	9	7	—	16
Research Students in Botany and Bacteriology :—	—	2	—	2
				285
Corresponding Total for Session 1904–5				225

Evening Classes.

Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mathematics.				
Course I.	303	48	11,989	17,984
„ II.	125	48	4,877	6,096
„ III.	25	48	999	1,498
Natural Philosophy.				
Dynamics—				
Course I.	29	24	563	1,126
„ II.	9	24	135	270
Heat and Property of Matter—				
Lectures, Course I.	40	25	749	936
„ „ II.	14	24	241	361
„ „ III.	7	24	156	156
Laboratory, Course I.	33	24	587	880
„ „ II.	12	23	157	236
„ „ III.	7	23	148	222

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours
Natural Philosophy—cont.				
Magnetism and Electricity—				
Lectures, Course I.	83	24	1,575	1,969
„ „ II.	24	24	461	461
„ „ III.	8	24	167	167
Laboratory, Course I.	61	23	1,019	1,528
„ „ II.	19	23	348	522
„ „ III.	8	23	148	296
Optics, Lectures	30	25	509	509
„ Laboratory	25	25	345	517
Practical Physics—				
Course I.	15	24	295	885
„ II.	9	25	189	567
Chemistry.				
Inorganic—				
Lectures, Course I.	99	49	3,543	3,543
„ „ II.	40	48	1,337	1,337
Laboratory, Course I.	65	48	2,463	4,926
„ „ II.	34	47	1,245	2,490
„ „ III.	2	47	81	243
„ „ IV.	3	47	119	357
„ Special Courses	17	70	302	906
Organic—				
Lectures, Course I.	15	48	596	596
„ „ II.	11	25	227	227
Laboratory, Course I.	11	47	420	840
„ „ II.	11	48	392	983
„ „ III.	2	47	57	171
Technical Chemistry.				
Lectures, Fuels	23	24	426	426
„ Oils and Fats	24	24	372	372
„ Gas Manufacture	23	23	370	370
Laboratory, Fuels, Oils and Fats	24	72	782	1,996
Metallurgy.				
Lectures, General Course I.	14	24	292	292
„ „ „ II.	17	24	341	341
„ Iron and Steel, Course I.	23	24	401	401
„ „ „ „ II.	17	25	288	288
„ Higher Metallurgy	9	25	164	164
„ The Foundry	54	24	1,010	1,010
Laboratory, General, Iron and Steel, and the Foundry	48	48	1,083	3,099
Mechanics.				
Lectures, Course I.	340	24	6,364	12,728
„ „ II.	133	24	2,368	4,736
„ „ III.—				
Strength of Materials	22	24	381	571
Dynamics of Machinery	10	24	181	271
Hydraulics	14	24	222	333
Structural Drawing and Design	24	49	618	1,700
Laboratory	21	25	355	1,065

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Engineering Drawing.				
General—Course I.	74	48	3,045	5,320
" " II.	18	47	643	1,286
Design	2	47	87	174
Calculus	62	24	872	1,744
Naval Architecture Drawing—				
Course I.	4	45	173	346
" II.	7	49	115	230
" III.	4	48	93	186
Civil Engineering.				
Drawing and Design	19	24	326	652
Sanitary Engineering, Course I.	62	23	1,069	1,120
" " " II.	50	23	923	963
Prime Movers.				
Lectures, Course I.	227	25	4,530	9,060
" " II.	84	24	1,606	3,212
" " III.	15	24	272	408
Laboratory, Course I.	33	12	252	504
" " II.	12	22	106	212
Boilermaking, Course I.	58	49	2,158	3,237
" " II.	36	49	1,405	2,107
Special Course—				
Locomotive Design	26	10	216	324
Electrical Engineering.				
Lectures, Course I.	208	24	3,934	3,934
" " II.	147	24	2,655	2,655
" " III.	76	48	2,312	2,312
Laboratory, Course I.	47	25	767	1,534
" " II.	27	24	493	986
" Instrument Making	16	25	339	678
Telegraphy and Telephony, Course I.	62	25	1,217	1,217
Telegraphy, Course II.	9	24	149	149
Telephony, Course II.	34	24	704	704
Special Courses—				
Electric Traction	85	11	600	600
Continuous Current Generator Design	27	12	239	239
Mining and Geology.				
Coal Mining	60	24	1,020	1,020
General Mining	10	24	175	175
Mining Engineering and Surveying	8	24	145	290
Geology, Course I.	58	24	992	992
" " II.	25	24	352	352
Mineralogy, Lectures	16	25	283	283
" Laboratory	16	25	260	390
Special Saturday Classes for Miners—				
Mining, Course I.	21	23	385	385
" " II.	31	23	580	580
" " III.	39	23	624	624
" " IV.	15	24	295	295
Mining Drawing	20	24	385	642
Mathematics, Course I.	23	24	435	435
" " II.	30	24	572	572
General Science	30	24	484	806

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mining and Geology—cont.				
Applied Mechanics and Steam	23	24	390	390
Electricity applied to Mining	54	23	1,021	1,021
Mining, Laboratory	9	24	170	285
Mining Engineering	15	24	293	293
Surveying, Course I.	7	10	60	120
„ „ II.	17	10	163	326
Naval Architecture.				
Course I.	30	24	631	631
„ II.	65	24	1,378	1,378
„ III.	35	25	630	630
Architecture and the Building Trades.				
Architecture, Course I.	44	49	1,873	4,504
„ „ II.	26	97	2,016	5,040
„ „ IIA.	42	25	861	2,041
„ „ IIB.	28	24	553	1,280
„ „ III.	23	48	916	2,248
„ „ IV.	20	24	378	378
„ „ V.	83	24	1,751	4,377
Stereotomy	9	6	27	27
Carpentry and Joinery	58	25	1,049	2,622
Brickwork	6	24	108	270
Masonry	22	25	478	1,195
Quantity Surveying	51	24	982	1,964
Decoration	30	125	972	1,944
Graining	48	49	1,357	2,714
Sign Writing	77	101	2,463	4,926
Furniture Design	34	75	1,288	2,576
Modelling	6	50	215	430
Ornamental Metal Work	6	50	248	496
Wood Carving	10	50	393	786
Practical Wood Work	11	51	420	840
Botany and Bacteriology.				
Botany—				
Lectures, Course I.	27	24	436	436
„ „ II.	9	25	181	181
Laboratory, Course I.	20	47	574	1,148
„ „ II.	4	47	163	326
„ Special Courses	5	46	133	266
Summer Session, Lectures	152	20	* 2,280	*2,280
Summer Session, Laboratory	23	27	397	794
Trees and Timber	14	24	241	603
Bacteriology—				
Lectures, Course I.	19	24	331	331
Laboratory, Course I.	17	23	294	588
„ „ II.	8	25	145	435
Zoology.				
Lectures, Course I.	11	24	173	173
„ „ II.	11	24	181	181
Laboratory, Course I.	9	24	132	264
„ „ II.	11	24	168	336

* Estimated.

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Physiology - - -	30	25	428	876
Hygiene.				
Lectures, Course I. - - - -	9	24	168	168
Laboratory, Course I. - - - -	5	23	99	198
„ „ II. - - - -	14	23	239	717
Music.				
"Euing" Lectures - - -	61	24	845	845
Harmony, Course I. - - -	22	25	410	410
„ „ II. - - -	16	24	310	310
„ „ III. - - -	3	25	53	53
Rudiments - - - - -	22	49	680	680
Plumbing.				
Lectures, Preliminary Course - -	68	24	1,125	2,250
„ Course I. - - - -	38	24	663	1,326
„ „ II. - - - -	30	24	597	895
„ „ III. - - - -	26	25	559	838
Practical Preliminary Course - -	34	24	646	1,292
„ Course I. - - - -	21	25	392	784
„ „ II. - - - -	26	25	486	964
„ „ III. - - -	17	25	327	654
Drawing - - - - - -	61	24	721	1,442
Country Centres—				
Kilmarnock—Lectures - -	36	25	699	1,398
„ Practical - - -	16	24	301	602
Coatbridge—Lectures - - -	20	28	375	750
„ Practical - - -	18	28	335	670
Sheet Metal Work.				
Lectures, Course I. - - - -	83	24	1,469	2,938
„ „ II. - - - -	24	24	396	792
Practical General Course I. - -	36	24	586	1,172
„ „ II. - - -	8	24	150	300
„ Sheet Iron Work, Course I. -	28	24	565	1,130
„ „ „ „ „ II. -	7	24	139	278
Bootmaking.				
Pattern-cutting, Course I. - - -	16	23	323	646
„ „ II. - - -	7	25	151	302
Special Course for Shopmen - -	15	23	258	387
Printing and Allied Trades.				
Typography, Lectures - - -	73	*16	558	837
„ Practical, Machine - -	18	79	741	1,482
„ „ Case - -	24	77	883	1,766
Lithography, Lectures - - -	26	18	273	341
„ Practical - - -	20	102	850	1,700
Bookbinding - - - - -	14	76	946	1,892
Totals - - - - -	6,190	5,607	138,363	226,061

* Exclusive of free public Lectures.

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Associateship of the College (A.G.T.C.).

Civil Engineering	One Student.
Electrical Engineering	Seven Students.
Mechanical Engineering	Three Students.
Mining	Two Students.
Naval Architecture	One Student.

Course Certificate of the College.

Architecture	Two Students.
Building Construction	Three Students.
Chemistry	Two Students.
Civil Engineering	Two Students.
Electrical Engineering	Three Students.
Mathematics and Physics	One Student.
Mechanical Engineering	Seven Students.
Naval Architecture	Four Students.
College Certificate in Assaying	Eight Students.

Occupations of Evening Students.

Men.

Mechanical Engineers and Draughtsmen and Structural Draughtsmen	1,175	
Boilermakers, Ship Platers, Shipwrights, and Ship Carpenters	93	
Blacksmiths, Brassfounders and Finishers, Foundry Managers, Moulders, Steel Smelters, and Roll Turners	46	
Tin and Copper Smiths and Sheet Metal Workers	116	
Civil and Mining Engineers and the Mining Industries	324	
Electrical Engineers and Draughtsmen, and Instrument makers	227	
Opticians, Watchmakers, and Jewellers	24	
Telegraphists, Telegraph and Telephone Mechanics	121	
Clerks, Travellers, and Civil Servants	199	
Teachers	139	
Sanitary Inspectors	7	
Architects, Measurers, and the Building Trades	703	
Chemists, Gas Manufacture, Druggists, Drysalters, Paper Makers, Dyers, Colour Makers, and Bleachers	123	
Paint and Oil Trades	6	
Printing and Allied Trades	119	
Cabinetmaking and the Furnishing Trades	37	
Bootmaking Trades	32	
Warehousemen and Salesmen	25	
Gardeners	8	
Other Trades	77	
No occupation or occupation not stated	83	
		3,684

Women.

Teachers	46	
Telegraphists, Clerks, Dressmakers, Milliners, &c.	11	
Chemists and Sanitary Inspectors	7	
Other Occupations	8	
No occupation or occupation not stated	56	
		128
Total		3,812

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Districts from which Students of the College were Drawn.

	Day Students.	Evening Students.
Glasgow and Suburbs	263	2,693
Other portions of Lanarkshire	69	443
Renfrewshire	40	221
Dumbartonshire	25	179
Stirlingshire	14	45
Ayrshire	27	102
Other Scottish Counties	53	29
England and Wales	14	—
Ireland	6	—
India, South Africa, New Zealand, Ceylon, West Indies, South America, United States, Russia, Holland, Spain and Egypt	24	—
Totals	535	3,812

Ages of Students.

	Day Students.	Evening Students.
15	1	7
16	7	50
17	35	141
18	53	246
19	62	354
20	68	402
21	60	384
22	76	397
23	29	344
24	31	267
25	30	209
26	19	161
27	11	137
28	10	110
29	9	122
30	6	83
31—40	21	312
41—60	5	60
Not stated (Adults)	2	26
Totals	535	3,812

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VII.—Glasgow Athenæum Commercial College.

The Council has much pleasure in being able to report that the past session—the third since the recognition of the College by the Scotch Education Department—has been a successful one, and has witnessed the accomplishment of much good work.

The total enrolments in the various classes was 1,708, and the number of individual students 1,182, as compared with 1,641 and 1,124 respectively last year, while the aggregate number of hours of attendance was 63,297.

It has been arranged to add to the curriculum a Course of Lectures on "Business Systems, Office and Factory Organisation, Cost Accounts, etc.," under Mr. W. J. Grosart. The Council is satisfied of the importance of this Course in affording a knowledge of Modern Business Procedure.

The Special Lectures delivered by Dr. Fernando Agnoletti on "The Literature of Sport in the Italian Renaissance" (in English), by M. Robert-Tissot on "Les Salons d'autrefois" (in French), and by Herr A. Oswald on "Pflege der Handelwissenschaften in Deutschland" (in German), were much appreciated. As there appears to be a desire for these lectures, especially when delivered in the foreign tongue, the Council has made arrangements for the delivery, during the current session, of another series of four lectures in French by M. Tissot, and of a similar course in German by Herr Oswald, the subjects being respectively "Cours de Littérature Française du XVIII. Siècle," and "Das Deutsche Drama."

The Certificates of the College are now awarded not only on the result of the Final and Class Examinations, but there is also taken into consideration the character of the students' home exercises and work in the class rooms.

In accordance with the Regulations of the Scotch Education Department, the distinction of First and Second Class is abolished, and the following classification has been adopted—"Excellent," "Very Good," and "Good"; and of the Certificates granted, the following were the numbers issued respectively under these distinctions:—124 "Excellent," 175 "Very Good," and 119 "Good." Prizes and Scholarships to the value of £250 were awarded last session.

Travelling Scholarships.

Two Travelling Scholarships in French and German, of the value of £50 each, offered by the Council in conjunction with the Scotch Education Department, have been awarded. This is the first time that any award of this nature has been made in the Athenæum, and it is hoped that this effort to encourage the students to perfect themselves in the knowledge of a foreign language by a short residence abroad will have a satisfactory result.

These Scholarships have again been offered for competition at the close of the current session.

Teachers' Classes.

The Teachers' Classes in French and German (under Article 91 d of the Code) have again been successfully carried on by M. Tissot and Herr Oswald. These classes are now under the supervision of the Provincial Committee for the Training of Teachers.

The Council desires to express its hearty thanks to the Corporation of Glasgow, to the Bellahouston Trustees, and the Burgh Committee on Secondary Education, for the Grants they have respectively given towards the maintenance of the College, and to the various gentlemen who have contributed to the Prize and Scholarship Fund.

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Subject.	No. of Students Enrolled.	No. of Meetings of Class.	Aggregate No. of Hours of Attendance.
Latin—Junior	13	61	450
„ Senior	25	61	973
Greek	6	61	249
French—Initiatory	65	63	2,561
„ „ (Ladies)	5	62	198
„ Intermediate	78	63	3,365
„ „ (Conversation)	61	31	1,104
„ „ (Ladies)	21	63	1,041
„ Advanced	40	63	1,671
„ „ (Conversation)	49	31	845
„ „ (Socy. of Arts)	10	31	226
„ „ (Ladies)	8	63	407
„ „ („ Conv.)	8	32	174
„ Teachers (91 d.)	27	37	1,649
German—Initiatory	42	63	1,605
„ „ (Ladies)	12	62	489
„ Intermediate	47	63	1,471
„ „ (Conversation)	45	29	574
„ „ (Ladies)	9	62	445
„ Advanced	34	63	1,374
„ „ (Conversation)	32	29	597
„ „ (Socy. of Arts)	15	26	301
„ „ (Ladies)	8	62	341
„ Teachers (91 d.)	10	37	546
Italian—Initiatory	2	40	66
„ Advanced	4	41	90
Spanish—Initiatory	27	62	867
„ Advanced	16	62	716
English—Junior	27	63	1,085
„ „ (Ladies)	14	62	713
„ Advanced	8	63	425
„ „ (Ladies)	6	63	276
Arithmetic—Intermediate	18	63	559
„ Advanced	14	63	631
Mathematics—Junior	15	63	516
„ Senior	25	63	973
Shorthand—Initiatory	137	63	5,424
„ Intermediate	75	63	3,554
„ Advanced	64	63	3,195
„ Junior Reporting	49	63	1,990
„ Senior „	32	61	1,543
„ Private Classes Day	39	156	3,779
„ „ „ Evening	21	92	441
Type-Writing—Day	30	156	1,922
„ Evening	19	94	710
Writing	21	62	936
„ (Ladies)	9	62	416
Book-Keeping—Junior	75	62	3,450
„ Advanced	50	62	2,331
„ (Ladies)	10	62	535
English Literature	33	20	451
Political Economy	40	20	516
Mercantile Law	62	20	877
Commercial Accounting and Business Methods	97	20	1,724
Totals	1,709	3,127	68,297

Number of Individual Students, 1,182.

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VIII.—Glasgow School of Art.

The Governors present the 64th Annual Report of the Glasgow School of Art, being that for the Session ending August 31st, 1906.

The Governors would acknowledge the encouragement they are constantly receiving from the Scotch Education Department and its officers.

The Governers recognise with gratitude the practical interest taken by the Town Council in the welfare and progress of the School, as evinced in the attention and assiduity of their Representatives, and especially would they thank the Council for the financial support given by the annual grant.

The Governors also desire to express their thanks to the Parks' and Galleries' Trust for the aids to study afforded by their loan and gifts of plants, flowers, &c., and for giving access to the Botanic Gardens and the Art Galleries. They would further give their thanks to those Educational Authorities and Trusts who make monetary grants to the school and offer bursaries and scholarships to students; to the annual subscribers to the funds of the school and to the Prize Funds and particularly would they desire to record the interest taken in the work of the school by the Governors of Haldane's Trust and by the Highland Society.

The Governors are assured that the organisation and work of the school in all the departments are in a very healthy condition. Although no elementary work is undertaken by the School of Art and the entrance examination is of the standard accepted for the Leaving Certificate in Drawing, the number of students attending during the past Session exceeded by 105 the number of students enrolled the previous year. This shows the influence of the school is permeating the work of the continuation and other preparatory classes, and that the demands of the school are being answered by a general raising of the level of art work in these classes.

In the City the arrangements made between the Governors of the School of Art and the Governors of the Technical College, whereby architectural students receive part of their training in the Technical College and part in the School of Art, is working well and harmoniously. The organisation of the classes held in the two institutions is called the Glasgow School of Architecture and its affairs are managed by a Joint Committee of Governors, chosen from the two bodies. The Glasgow School Board takes a helpful interest in the school, and through their co-operation the best students of the continuation classes of the Board are selected to pass on to the evening classes of the School of Art.

As a result of the visits made in March last to the continuation classes of the Glasgow and Maryhill School Boards by Mr. J. Grigor, Art Inspector, Mr. J. Vaughan, Director of Art, Glasgow School Board and the Headmaster, Mr. Newbery, acting as co-judges, 36 Students were passed on to the school. Such selected students pass a further test before admission to the School of Art can be gained, and a certain number of bursaries and scholarships are made available to those who are successful. For some years past the number of candidates who have passed the test with merit has been greater than the scholarships at disposal and to meet this want the School Board made application to the Department and obtained permission to grant 20 bursaries, tenable at the evening classes of the School of Art, by students from the continuation classes. These bursaries form a new tie between the School Board and the Governors of the School of Art, and mark another phase in the practical co-ordination of Art Education in the City. The Governors acknowledge the valuable services towards this co-operation rendered by Mr. J. Vaughan, Director of Art to the Glasgow School Board. As an additional item of interest, it should be added that the School Boards of Maryhill, Eastwood, and Cathcart now take part in the continuation class scheme and send students on to the School of Art.

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The course of work in Drawing and Colour arranged by the School of Art and the Glasgow Weaving College for workers in the Textile Trades (other than Designers), has made a fair beginning, and it is hoped, as these classes become better known, and their value realised, that a larger number of students will come forward. The scheme has the warm sympathy of some of the manufacturers of Glasgow interested in the art education of their employees, and the Governors would venture to suggest that some service to the school might be rendered, did manufacturers insist upon a certain amount of practical art knowledge being possessed by their buyers, salesmen, warehousemen and others in responsible positions in those industries, in which art is an essential factor. In connection with these classes, but to include designers and art workers generally, as also the public, there is a proposition to have some lectures on the "History and Art of Textiles," and negotiations for this purpose are in progress.

The Governors have to regret the loss of M. Jean Delville, who for the past five years has been the Professor of Drawing and Painting in the Life classes. By an unanimous vote, both of the Committee of Professors of the Academy and of the Burgomaster and Municipal Council of Brussels, M. Delville has been appointed Professor in the Life Classes of the Academy of the Fine Arts in Brussels and he left at the end of the Session to take up his new duties. The Governors desire to record their appreciation of the services rendered to the school by M. Delville and of the high ideals both of work and of aims that he kept before his students. The high level of excellence now shown in the work of the Life classes caused much thought and anxiety to the Governors as to the choice of a successor. In June last a deputation consisting of the Chairman, Mr. James Fleming, Mr. Salmon, and Mr. Keppie, two of the Governors, along with the Headmaster, proceeded to London and Brussels to interview candidates. Their choice fell upon Mr. Greiffenhagen, and he has commenced his work in the school. Mr. Greiffenhagen is a painter of much repute, and is in the front rank of Black and White Artists. As a Black and White illustrator, his work has a great reputation both at home and abroad and the Governors feel that they have secured the services of an extremely efficient Professor.

The Governors are interested in a scheme for practical work in Figure Composition and Decoration, which is at present under consideration. This application of the work of the students of Life classes will give a direct aim to their studies. In connection with this Department three lectures on Art and Social Æsthetics were given by Mr. Georges Baltus, Artist and Writer on Art. The lectures were :—

1. "History of Art and its Utility for Artists."
2. "Philosophy of Composition."
3. "The City of Florence."

The lectures were well attended and appreciated.

At the request of the Scotch Education Department, Sir R. Rowand Anderson, LL.D.-*H*.R.S.A., Architect, visited the School of Art in March, 1906, more particularly to enquire into the working of the Glasgow School of Architecture. A copy of Sir Rowand's report, as submitted to my Lords, was sent to the Governors. (It is published at the end of this volume.)

In connection with the School of Architecture, the following letter sent by Hippolyte Blanc, Esq., R.S.A., to Mr. David Barclay, Architect Governor, may be interesting. Mr. Blanc kindly acted as one of the Judges of the work of the School of Architecture for bursaries and scholarships. He writes :—"In thanking you for your kind trouble and "hospitality of yesterday, I am constrained to take the opportunity to "express my appreciation of the pleasure afforded me of seeing what "is being done in Glasgow towards the training and special education "of those desiring an Architectural career. In my review of the 1,500 "drawings yesterday, I was much struck with the evidence of earnest "work and thoroughness throughout. The Studies in Construction— "of advanced type—showed much care and thought, and in the Design

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"Section many admirable schemes are exhibited, which show good "appreciation of what is dignified and appropriate in the Construction "of Public Buildings. Altogether, the amount and character of the "work was quite a revelation to me, and most pleasing to study. It bears "marked evidence of the ability and devotion of your Professors, Messrs. "Bourdon, McGibbon, and Gourlay. The high appreciation and enthusiasm "of the Students are shown by the large amount and excellent character of "the work exhibited. The Glasgow School of Architecture, under the able "Professors at present devoted to it, is deserving of the highest encourage-"ment."

The Governors are assured that any architectural student faithfully fulfilling the conditions of the diploma courses can receive an education in architecture, which is bettered only by the facilities afforded in a few of the larger continental cities.

Report on Sculpture and Modelling Classes by Sub-Committee of the Governors, Messrs. W. Forrest Salmon, F.R.I.B.A. (Convener), John Keppie, F.R.I.B.A., and John Henderson.

"The Sub-Committee appointed to visit the Sculpture and Modelling "Classes beg to report:—We have made several visits both to the day and "evening classes, and are much satisfied with them. The earnestness dis-"played by the teachers and the students is most commendable. In all "the departments, good progress has been made, and some of the work is "meritorious. It is interesting to note that one of Mr. Keller's Students, "Mr. T. J. Clapperton, gained the Royal Academy Travelling Studentship "last year."

Extract from the Report of the Judges appointed to decide upon the awards in this Section:—

Judges—Mr. W. Forrest Salmon, Architect Governor; Mr. Jas. Morton, Manufacturer; Mr. Alex. N. Paterson, M.A., Architect; Mr. Charles R. Mackintosh, Architect, and Mr. William Meikle, Glass Stainer and Decorator.

"The Judges desire to mark their appreciation of the labour and care "shown by the students of the day classes in Design and to recognise the "amount of sound study shown in the works presented. They were also "glad to see such excellent work being done by the Students of the evening "classes. Although it is impossible in every case that students could "personally carry out their studies in the material, they would recommend "that pupils should, as far as possible, make themselves familiar with the "technical processes relating to their studies."

To Mr. James Paton, Superintendent of the Galleries and Museums; to Mr. Whitton, Superintendent of the Parks; to Mr. Thomas Rennie, Curator of the Kelvingrove Art Gallery, and to the other Curators, the Governors desire to express their obligations for the kind assistance and courtesy rendered by them to the design students working in the City galleries, museums and gardens.

Mr. Arthur J. Gaskin, Director of the Vittoria Street School for Goldsmiths and Jewellers, Birmingham, made two visits to the Enamel Studio. The experiment was so successful that it is hoped, when funds permit, to call in the services of artists of expert knowledge to assist in the development of the work of other of the arts and crafts studios.

Not only are students coming to the school from greater distances, many residing in the city solely to attend the School of Art, but the claims of those students of the school who have prepared themselves for the profession of art teaching are now being very generally recognised. The art education of the public school teacher is a matter of much interest and of very great importance, especially at the present time, and the Governors are gratified to be able to give a more than satisfactory report upon the work done and the results obtained in the Article 91 (d) Teachers' Classes. 654 teacher students attended these classes last session; 109 diplomas were

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granted ; 49 diplomas were endorsed for fourth and fifth year post-diploma courses ; and 338 certificates were granted in the first, second and third courses. By a Minute dated January 30th, 1905, these classes, hitherto known as 91 (d) Classes, have been removed from the charge of Local Authorities, and placed in the hands of the Provincial Committee for the Training and Certification of Teachers. They now come under Article 55 of the Regulations for the Training of Teachers. All fees are to be abolished, and all teacher students are eligible for instruction. By a letter under date 27th July, 1906, the Provincial Committee recognised the Glasgow School of Art as a Centre for the Training of Teachers, and the organisation and arrangements for these classes for the next session have been approved of by the Provincial Committee.

The Haldane Travelling Scholarship, value £50, was, for the 20th year in succession, taken by a student of the school. Three candidates submitted works, two students in Painting and one in Architecture.

The Judges for the Travelling Scholarship, appointed by the Haldane Trustees, were Messrs. Alex. Roche, R.S.A., Painter ; R. M. G. Coventry, A.R.S.A., Painter ; John Henderson, Painter ; and Alex. N. Paterson, M.A., A.R.I.B.A., Architect. The work submitted by the painting candidates was considered of a good standard. The student is to travel in Italy, Germany and the Low Countries.

The Haldane Trustees offered 4 bursaries of £15 each tenable in the day classes and 70 evening class bursaries of fee value. The Judges appointed to judge the works for the bursaries were Messrs. Alex. N. Paterson and John Henderson.

The Governors, authorised by the Scotch Education Department, awarded 6 maintenance scholarships, value £20 each, with free instruction, and 7 travelling bursaries of £10 each, and 1 of £5.

12 junior and 16 senior art bursaries were granted by the Governors of the Glasgow Educational Endowments Board, and of these the 16 senior bursaries are tenable in the School of Art only. Authorised by the Scotch Education Department, the Glasgow School Board granted 20 bursaries, of fee value, to enable students of the continuation classes to pass on to the School of Art. All these bursaries are granted to enable students from the continuation classes to pass on to the school.

The Glasgow Highland Society sent seven students to the school. Three of these were granted bursaries, of the value of £30 each, with assisted fees. The four remaining students had their fees paid.

2 Students attended in terms of the Buchanan Bequest.
7 Students were admitted under the conditions of the Marshall Trust.
1 Student entered from Hutchesons' Trust.
1 Student was sent by a Subscriber.
1 Bursar came from Helensburgh.
2 Bursars „ Lanarkshire.
2 „ „ Stirlingshire.
2 „ „ Ayrshire.

4 day studentships of the value of £10 each, and 15 day assisted studentships and 30 evening studentships, of fee value, were granted by the Governors.

The Judges appointed by the Governors to award the various scholarships and bursaries were as follows :—

For drawing and Painting—Sir Francis Powell, LL.D., *P.*R.S.W. ; Messrs. E. A. Walton, R.S.A. (Assessor appointed by the Scotch Education Department) and John Henderson with Professor Delville and the Head Master.

For Architecture—Messrs. T. L. Watson, F.R.I.B.A. (Convener) ; David Barclay, F.R.I.B.A. ; Hippolyte Blanc, R.S.A., F.R.I.B.A. ; with Professor Bourdon, A.D.F.G. ; Professor C. Gourlay, B.Sc., A.R.I.B.A. ; Professor Alex. M'Gibbon, A.R.I.B.A. and Mr. James Boyd (Recorder).

For Modelling—Messrs. W. Forrest Salmon, F.R.I.B.A. ; John Keppie, F.R.I.B.A., and John Henderson, with Professor Keller and the Head Master.

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For Design—Messrs. W. Forrest Salmon, F.R.I.B.A.; James Morton; Alex. N. Paterson, M.A., A.R.I.B.A.; Charles R. Mackintosh; Wm. Meikle. with Professor A. Giraldon and the Head Master.

For Anatomy—W. K. Hutton, Esq., M.D., Assistant Professor, Glasgow University.

The heartiest thanks of the Governors are tendered to these gentlemen for their kind services.

The Financial Arrangements for the Maintenance of the School were similar to those of the previous year, viz.:—

"The Scotch Education Department give a grant not exceeding one-half "of the approved nett expenditure on the maintenance of the School after "the deduction of the income from fees. To obtain this grant, it is "necessary that there should be an annual contribution to the funds of the "School from sources other than the grant (but exclusive of income from "fees) of a sum equal to the said grant."

The Department Grant amounted to £2,415 8s. 4d.

The Income of the School from Local Sources included a sum of £1,700 from the Corporation, allocated from Customs and Excise Residue Grant, 1905. The Governors are very grateful, and desire to thank the Corporation for their generous acknowledgment of the work of the School.

For some time past it has been felt that for present purposes the school premises are too small, and if the work is to develop, even normally, the question of the completion of the school building is a matter of immediate necessity. When the school was built, the control of Art Education in Scotland was in the hands of the authorities at South Kensington, and the character of the work required by that Department differed in almost every respect from that now prevailing under the freer life permitted by the Scotch Education Department. Not only has the scope of study been enlarged but the conditions attaching to the production of work have entirely altered. The area of the school's influence has increased in a remarkable manner and from being a local institution with purposes and aims calculated to meet the demands of an examining Body in London, the school has become a Central Institution with a field of work which embraces not only the city of Glasgow, but extends over twelve adjacent counties. Moreover, the school is now called upon to do its share of the work for the training of teachers in the special subject of Art and for this provision will have to be made. To meet this development and these fuller needs larger premises have become an absolute necessity, if the school is to keep even its present position. Monies accruing from the General Aid Grant (1904–5 and 1905–6) are in the hands of the Department and the Governors have been informed, that, if an application be made for a Building Grant, it will be considered by my Lords. The Governors have appointed a Committee to consider the question as to what local support can be obtained. The school is doing a great and necessary work. This work is carried on in fairly equipped premises—the result in large measure of private effort—and the Governors would venture to hope that the same measure of support that enabled them to erect the present portion may be again extended to them to complete the whole design.

ENROLMENTS.

(*a*) *Ordinary Students.*

Maintenance Scholars	6
Travelling Bursars	8
Governors' Day Class Bursars	19
Governors' Evening Class Bursars	26
Haldane Day Bursars	3
Haldane Evening Bursars	100
Educational Endowment Bursars	14
Buchanan Trust Bursars	2
Dunfermline Carnegie Trust Bursars	2
Lanark County Council Bursars	2
Stirling County Council Bursars	2
Ayr County Council Bursars	4
Helensburgh Bursar	1

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Subscribers' Bursar	1	
Highland Society Students	7	
Hutchesons' Hospital Student	1	
Marshall Trust Scholars	7	
Day Students	223	
Evening Students	209	
		639
(*b*) *Article 91(d) Teachers' Classes*		465
(*c*) *Pupil Teachers' Class*		44
(*d*) *Numbers at Recognised Centres*:		
Lanark	64	
Lesmahagow	81	
		145
		1,293

ORDINARY STUDENTS.

Day Classes	241	
Evening Classes	398	
		639

ARTICLE 91 (d) STUDENTS.

Saturday Classes	629	
Thursday Evening Class	25	
		654
		1,293

TOWNS AND DISTRICTS FROM WHICH STUDENTS OF THE GLASGOW SCHOOL OF ART ARE DRAWN.

Glasgow	506
Partick	34
Govan	12
Rutherglen	25
Other Parts of Lanarkshire	403
Dumbartonshire	71
Renfrewshire	125
Ayrshire	42
Argyllshire	6
Stirlingshire	25
Other Scottish Counties	31
England	3
Ireland	2
Belgium, Transvaal, United States, New Zealand	8
	1,293

OCCUPATIONS AND NUMBERS OF ORDINARY STUDENTS.

Teachers	62	
Designers, Draughtsmen, Lithographic Artists	210	
Architectural	136	
Glass Stainers, Enamellists, &c.	32	
House Painters, China Painters, Coach Painters, &c.	19	
Stone Carvers, Wood Carvers, Gilders, Modellers, Plasterers	35	
Cabinetmakers and Joiners	19	
Engravers, Silver Chasers, Bookbinders, &c.	22	
Accountants, Clerks, House Factors	12	
Measurers	8	
Blacksmiths, Engineers, Gasfitters, &c.	8	
Shopkeepers and Warehousemen	9	
Other Students	67	
Total Number of Ordinary Students		639
Teachers' 91(d) Classes		654
Total Number of Students		1,293

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IX.—Leith Nautical College.

Report for the Year, 1st August, 1905 to 31st July, 1906.

(By the Head Master.)

Number of Persons in Attendance :—
Day Classes :—

For Navigation	138
,, Nautical Astronomy	138
,, Mathematics, underlying these	138
,, Physics of the sea	76
,, Shipping Law and Practice	28
,, Electricity on Board Ship	28
,, Ship Surgery, Medicine, and Hygiene	95
,, Fishermen's Class	12
Total	653

Evening Classes :—

Tutorials in Navigation Subjects	123
Ship Surgery, Medicine, and Hygiene	63
Naval Architecture	19
Design of Marine Motors	14
Electricity on Board Ship	8
Total	227

Popular Evening Lectures - 185.

Number of individuals in the Day Classes - 150
,, ,, Evening Classes - 171
,, ,, at the Public Lectures - 185
Total - 506

The number of Lectures and Demonstrations given during the year is 11,770.

Numbers who have passed the Local Marine Board Examination :—

Extra Masters	9
Steam and Electric Appliances in Ships	1
Ordinary Masters	18
First Mates	25
Second Mates	24
Masters, Home Trade Passenger Ships	3
Mates ,, ,,	5
Total	85

Number who passed the St. Andrew's Ambulance Association's Examination for endorsement on their certificates of competency - 30

Many more qualified, but were not able to be at home at the dates of the Examination.

Number of Boys sent to sea - 5

The Fishermen's Class on Saturdays was rather small, but the men who did come did excellent work under my own teaching.

With a view of extending the usefulness of the teaching in "Electricity on Board Ship," the Governors have already sanctioned an extension of the programme of 1905–6 for 1906–7.

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X. The West of Scotland Agricultural College (including Kilmarnock Dairy School).

I.—Intramural Work of the College.

(Glasgow.)

Day Classes.

Number of Individual Students		90
Number attending—		
Intermediate Agriculture (Soils and Manures)	16	
Advanced „	24	
Introduction to General Botany	34	
Agricultural Botany, Junior Lectures	23	
Do. do., Junior Practical	23	
Do do., Senior Lectures	6	
Do. do., Senior Practical	5	
General Chemistry, Lectures	58	
Do. do., Practical	24	
Do. do., do.	34	
Agricultural Chemistry, Senior Lectures	10	
Do. do., Senior Practical	9	
Entomology	8	
Veterinary Science	19	
Agricultural Engineering	10	
Forestry	2	
Special Farmers' Course	47	
„ Foresters' Course	3	
„ Winter Dairy Course	21	

Evening Classes.

Number of Individual Students		131
Number attending—		
Agriculture, Junior	31	
Do., Senior	15	
Dairying	28	
Forestry 1st Year Course	6	
Do., 2nd do.	8	
Timbers and Timber-measuring	3	
Horticulture	9	
Agricultural Chemistry, Junior Lectures	26	
Do. do., Senior Lectures	6	
General Chemistry	6	
Book-keeping	21	
Surveying	27	
Agricultural Law	29	
„ Botany	5	
Total number of Individual Students in both Day and Evening Classes		221
Total number of Enrolments in both Day and Evening Classes		596

Dairy School at Kilmarnock.

Number of Pupils (Session 1905)	228
Number of Attendances registered	4,482

Dairying (1905).

The College Dairy School at Holmes Farm, Kilmarnock.

The Dairy School was open from 28th March till 30th September, and during that time courses of instruction were continued on the same lines as in former years, comprising regular daily instruction in Cheesemaking and Buttermaking.

Instruction was also given from time to time in the making of Stilton Cheese, Cream Cheese, and other soft cheeses.

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The Special Lecture Courses intended to prepare pupils for Certificate and Diploma examinations in Dairying were conducted as in previous years, the Junior for six weeks in May and June, and the Senior for six weeks in August and September. A series of five lectures on Poultry was also included.

The total number of pupils enrolled during the session was 228. The average daily attendance was 29.

In the Special Classes 43 pupils enrolled for the Junior Course, and of these 14 gained the Certificate in Buttermaking and 21 the Junior Certificate in Dairying; 35 pupils enrolled for the Senior Course, and of these 18 gained the Senior Certificate in Dairying and 7 the Certificate in Buttermaking; while 17 pupils subsequently succeeded in passing for the National Diploma in Dairying.

The Examiners for the Junior Certificate were:—Theory of Dairying, Mr. Richard Henderson; Buttermaking, Mr. William M'Fadzean; Cheesemaking, Mr. Alex. Todd.

The Examiners for the Senior Certificate were:—Theory of Dairying and Botany, Mr. Richard Henderson; Chemistry, Dr. Thomas Murray; Bacteriology and Physiology, Dr. Peter Paterson; Buttermaking, Mr. William M'Fadzean; Cheesemaking, Mr. Alex. Todd.

Advisory and Analytical Department.

During the course of the session advantage, in an increasing degree, was taken of the privileges offered by the College under this department, and a number of inquiries were made by farmers, to which replies were duly sent by members of the staff. Advice was thus given on manuring, on the relative feeding value of certain crops, on the treatment of crops suffering from insect attacks, diseases affecting live stock, and on other branches of agricultural management. Samples of grass seeds were examined for purity and germination, and an increased number of milk samples were sent in for determination of butter fat. Examinations were also made of feeding stuffs for composition and purity.

II.—Extension Work.

(*a*) General Agricultural Instruction.

By arrangement with the County Councils or other Local Authorities continuous classes have been held in the following places:—

Counties and Centres.	Subjects.	No. of Meetings.	Total Attendances.
Argyllshire—			
Campbeltown	Veterinary Science (3); Feeding (2); Crops (1).	6	300
Dunoon	General Agricultural Science	5	220
Ayrshire—			
Ayr	Forestry	6	150
Dailly	Manuring (1); Grasses and Clovers (1); Feeding (2).	4	152
Fenwick	Manuring and Pastures (3); Feeding (2).	5	123
Lugton	Poultry (1); Manuring (2); Feeding (2).	5	147
Buteshire—			
Rothesay	General Agricultural Science	5	480

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Counties and Centres.	Subjects.	No. of Meetings.	Total attendances.
DUMFRIESSHIRE—			
Rankend	Grasses and Manures	3	82
Beattock	Foods and Rations; Grasses and Pastures.	5	79
Dalton	Foods and Rations; Grasses and Manures.	4	140
Penpow	Manures, Foods and Rations	2	99
Enterkinfoot	Foods and Rations; Manures and Manuring.	4	90
Moniaive	Foods; Rations for Stock	4	148
Sanquhar	Foods; Manures and Manuring	5	100
Closeburn	Agricultural Holdings Acts	1	15
DUNBARTONSHIRE—			
Kilmaronock	Foods and Rations; Diseases of Farm Stock.	5	270
KIRKCUDBRIGHTSHIRE—			
Gatehouse	Foods and Rations	2	53
Kirkpatrick-Durham	Manures and Manuring	2	25
Laurieston	Pastures and Manuring	2	110
Twynholm	Foods and Rations	2	40
Crossmichael	Agricultural Holdings Acts	1	38
LANARKSHIRE—			
East Kilbride	General Agricultural Science	5	210
Lanark	Do. do.	20	720
Lanark	Do. do.	40	760
Larkhall	Do. do.	20	580
Lesmahagow	Do. do.	6	720
Strathaven	Do. do.	20	780
PERTHSHIRE—			
Crieff	Forestry	5	283
Kingshouse	Poultry	5	89
RENFREWSHIRE—			
Eaglesham	Foods; Diseases of Farm Stock, and Treatment; Pastures and Manuring.	5	240
Kilmacolm	Foods; Diseases of Farm Cattle and Treatment	5	252
Bishopton	Foods; Manures; Agricultural Holdings Acts.	3	77
STIRLINGSHIRE—			
Baldernock	Grasses, &c.; Poultry; Forestry	6	257
Denny	Poultry; Manures; Grasses; Agricultural Holdings Acts.	5	168
Drymen	Cereals; Grasses and Clovers; Forestry.	2	165
WIGTOWNSHIRE—			
Drummore	Foods and Rations; Grasses; Manuring.	4	153
Lochars	Rations; Grasses; Manures and Manuring	5	170
Whithorn	Foods; Grasses and Pastures; Manuring	5	162
	Totals	229	8,647

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(*b*) Agricultural Experiments.

The experimental work of the College consisted of investigations into the manuring of the more important farm crops, the comparative merits of varieties of various crops, the destruction of weeds, the prevention of crop diseases, the feeding of farm stock, and other subjects. The experiments were carried out (*a*) at the Central Experiment Station, Holmes Farm; (*b*) on farms in the contributing counties. These latter were in part arranged by agreement with County Councils and Local Committees, and in part by direct communication with the farmers who conducted them. Full details are given in the College Calendar.

Reports on the results of the experiments written by Principal Wright, Professor M'Alpine and Professor Paterson, have been issued from time to time.

The results of the experiments formed the basis of the Extension Lectures given by the College Staff during the past session in the contributing counties. These lectures were delivered by Principal Wright, Professor M'Alpine, and Messrs. J. Struthers and Wm. G. R. Paterson.

Extension Lectures, covering a period from 1st April, 1905, to 31st March, 1906, were given at a large number of centres in the counties named below. (Full particulars of these lectures will be found in the Calendar issued by the Governors.)

County.	No. of Lectures.	Total Attendances.
Argyll	24	492
Ayr	16	615
Bute	2	71
Dunbarton	8	216
Kirkcudbright	5	163
Perth	17	434
Wigtown	2	75
Totals	74	2,066

Demonstrations by the Staff at the College Experiment Station took place in 1905 before 903 visitors, drawn principally from Farmers' Societies.

Dairy Extension Work.

Short courses of instruction in Dairying were given by the Staff at two centres in Buteshire, at two centres in Perthshire, and at six centres in Stirlingshire.

By arrangement with County Associations Mr. William Stevenson, N.D.A., N.D.D., gave instruction in Cheesemaking and advice to Cheesemakers in Ayrshire, Dumfriesshire, and Kirkcudbrightshire.

Ayrshire.—Demonstrations were made and instruction given in Cheesemaking at 37 centres; average attendance 9. Visiting Dairies for 36 days.

Dumfriesshire.—Demonstrations were made and instruction given in Cheesemaking at 18 centres; average attendance, 11.

Kirkcudbrightshire.—Demonstrations were made and instruction given in Cheesemaking at 12 centres; average attendance, 7. Visiting Dairies for 33 days.

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SPECIAL REPORTS ON THE SCHOOLS OF ART, BY SIR R. ROWAND ANDERSON, LL.D., ARCHITECT, SESSION 1905-1906.

The Art Schools in Scotland (I refer chiefly to architectural education) will never do their work thoroughly unless pupils come to them better educated and prepared than at present. No apprentice should be taken under 16 years of age and must possess an Intermediate Certificate. It should be made a condition in all indentures that the apprentice must attend the art classes from the beginning of his apprenticeship.

I advocate morning, in place of evening classes for all architectural students, because there is a considerable leakage of class time in the evenings, as students, when there is pressure, have from time to time to work late in their offices and it is difficult to keep them together in the evenings towards the end of the session.

The winter evening work should be given to Science.

Representations should be made to architectural societies to adopt resolutions embodying these suggestions, and from what I learned in Glasgow and Aberdeen, I believe architects would readily fall in with such arrangements.

Students living in outlying places could easily be at the school by nine o'clock in the morning. To work students at night after a long day in the office is too much. Two evening classes a week for Science is enough.

The teaching of Art in Edinburgh, is at present in an unsatisfactory condition. The following schools undertake Art Education :—(1) The Royal Scottish Academy ; (2) The School of the Board of Manufactures ; (3) The Applied Art School, now combined with the Board of Manufactures School ; (4) The Heriot Watt College ; (5) The Edinburgh Architectural Association.

The Royal Scottish Academy confines itself chiefly to studies from the life.

The Board of Manufactures and the Heriot Watt College beside teaching industrial art generally, carry on a life school for painters and others.

The Applied Art School confines itself to architecture and applied arts.

The Edinburgh Architectural Association has drawn up a scheme for the education of architects, and offers money prizes to apprentices and others for competitive designs. This has the result of drawing students away from the Applied Art School, in the hope of making a few pounds if successful in the competitions arranged by the Association.

The Royal Scottish Academy could fulfil their charter obligations by giving prizes and bursaries to students, and the Edinburgh Architectural Association could do the same with any funds at their disposal.

Edinburgh cannot support and does not require more than one first class school, and all the work done by the above schools could, and should be concentrated in one school, under a high-class director and organiser, who should be a permanent official, with a more highly paid staff of teachers, who should be engaged for a term of years only, say five.

While I advocate the concentration of Art teaching in one Central Art School, the Heriot Watt College and all other Technical Schools must still carry on drawing classes, as any engineer or man of science cannot be considered completely educated unless he is a good draughtsman.

The ten Royal Exhibitions and six National Scholarships of about £50 each are, in my opinion, wrongly disposed of. The result of the present

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system is that they induce good students in Scotland to compete for them, the successful then go to London and the Royal College of Art gets the credit of doing more than they are entitled to, and Scotland loses.

I understand that this money is not voted specially for the Royal College of Art, and it is not provided that its benefits are to be concentrated in London. The exhibitions and scholarships available for Scotland should be disposed of by a committee of experts in Scotland. The money would do more good if used in this way.

Clerk of Works Diploma.—I advocate strongly the institution of a special diploma for clerk of works. The Heriot Watt College, the schools at Aberdeen and Glasgow have all the appliances and teaching power to give a course of instruction leading up to this diploma, and the teaching should be spread over not less than five years.

On a building in course of erection there is no more important man than the clerk of works.

The interests of the building proprietor and the architect are, to a large extent in his hands, and much of the successful carrying out of work depends on his qualifications.

At present a clerk of works is almost always a carpenter or a mason, generally the former. However good he may be at his own trade, he has to acquire a knowledge of all the others, before he can be considered a qualified clerk of works. This, at present, is to a large extent accomplished by his own personal observation at buildings where he happens to be employed with a certain amount of study in the evening classes, but it is incomplete and imperfect.

The possession of a high diploma would raise the status of the clerks of works, and from the conversations I had with some of the Schools' Governors and others, I have reason to believe that they would support such a thing being instituted, in fact, the Technical College of Glasgow is now at work on a curriculum which would cover the ground necessary.

ABERDEEN GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

On my visit here I was accompanied throughout by Mr. Ewen, H.M. Inspector of Science and Art. Previous to visiting the Art School I was taken to the Central Higher Grade Board School to inspect the Drawing carried on there under Mr. Symons, the teacher. I was much attracted by all I saw, and I think that Mr. Symons' results are remarkable.

Art School.—I visited, in company with Mr. Ewen and Mr. Stewart, all the classes for modelling, drawing from the cast, the antique, and also the life class, and was much struck by the high standard of merit throughout. Mr. Ogg and the other male and female teachers are doing good work.

The course for architects and builders extends over five years. The history of architecture and design in architecture are excellently taught by Mr. Irvine, and building construction on very practical and comprehensive lines by Mr. Blake.

Colour does not appear to have a place in the curriculum of an architect; this should be supplied and carried on as is done in the Edinburgh School.

The attention of architectural students should be directed to the proper treatment of granite, which must always be the chief building material in the district. One cannot produce in granite what can be done in free-stone, their natures are so different. To arrive at what should be done one must hark back to the countries and times when the granites, syenite and hard lime stones were the chief building materials. A careful study of the art of these countries would, in time, lead to a true and artistic manner of using granite in the present day. To this end a collection of casts from Egyptian and Assyrian works should be deposited in the new Art Gallery for the use of the students.

I should like to see more attention given to measuring and detailing old work. Aberdeenshire is very rich in buildings of the 16th and 17th

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centuries, and offers many opportunities for carrying on this work. A certain amount of it is now done, but I should like to see more of it. Nothing wakens up the interest of the student more than bringing him into personal contact with old work. It is a powerful factor in art education.

The courses laid down for stone cutters, plumbers, house painters, wood carvers and decorators are well arranged, and should in time bring about good results. The stone cutters want some more attention, and a better direction of their efforts. I found a number of them making designs from points of cemetery monuments, all in bad taste, and nearly all of them unfit for reproduction in granite.

The preliminary education in architecture and its decorative features, modelling, perspective and colour, should be more thorough in all those grades.

I was much pleased to learn here that the Aberdeen Architectural Society is working in co-operation with the Art School. Their requirement that apprentices be of the age of sixteen or seventeen and that the standard of their education should be fixed by the Intermediate Certificate of the Education Department is in every way a good thing.

I would suggest that all evening classes for Architects should be given up, and that students should attend every morning from 8 till 11, and any evening work be given in winter to Science. The students' education in the school and the application of it in the office would run on parallel lines, and would act and re-act beneficially. I believe employers would find this a more convenient arrangement, and the attendance of the students at the school would not be so liable to be broken up with the occasional but necessary demands on them for overtime in their offices.

I was much impressed by all I saw at Aberdeen. The headmaster is well supported by his assistants, and I left with the feeling that I had seen a school doing admirable work, full of vitality, and with a great future before it.

Dundee Technical Institute.

I visited the classes here accompained by Mr. Ewen, H.M. Inspector of Science and Art, and I also had conversations with Dr. Lumsden.

The work is carried on in three different buildings: the Technical Institute, the Young Men's Christian Association Rooms and Dudhope Castle.

The headmaster, Mr. Delgaty Dunn, appears to be a capable man for his position, and he and his assistants are thoroughly interested in their work, and I have highly to commend all textile and ornamental work done under their tuition.

The drawing from the antique is more limited, the study from the living model still more so, and modelling is practically non-existent.

Mr. Thoms, the architectural teacher, is doing the best he can, but the tudents come to him in a very unprepared condition.

The curriculum for architects ought to be increased from four to five years, and the session from thirty to forty weeks. Architects should, if possible, be induced to take no apprentices under sixteen years of age, and not furnished with the Intermediate Certificate of the Education Department. I also recommend that the architectural classes should meet in the morning at eight, and if possible continue till eleven. Employers would soon recognise and reap the benefit of this arrangement.

The painters and plumbers carry on their work in Dudhope Castle. The rooms here are very low in the ceiling and the work is not carried on under healthy conditions.

The practical class in plumbing is active and doing good work.

The remarks I make about the painters at Glasgow and at the Heriot Watt College are equally applicable here.

The whole of this Institution wants remodelling, and possibly an entirely new and enlarged building. Until this is done the standard of attainment will not be a high one.

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Edinburgh Royal Institution, School of Art.

I made a number of visits to this school and saw all the different classes at work, and also had the pleasure of going over it with Dr. Macnair.

Applied Art Section.—The work done in this section of the school still maintains a high standard, and many able draughtsmen are being turned out every year. The staff is, however, unequal to the work.

As the teaching is individual, and the attendance large, it is impossible for the head teacher, Mr. Greig, and his assistant to give a proper share of attention to each student. At least one more assistant teacher is wanted.

I should say that students are allowed to make original designs at too early a stage of their training. The result is that the student begins to do such work before he is prepared for it, and spends four times the amount of school time at the design than he would do if such work was deferred to the fifth year of his studies.

This also takes up too much of the time of the teacher. The proper place for the students to indulge their fancy and test their powers of original design is at their Sketching Club. The school time should be given up to serious study.

The advantage of putting all classes of students through a preliminary training of architecture is seen in this school.

The Colour class is ably conducted by Mr. Campbell Mitchell, and I can say the same for modelling under Mr. Portsmouth, but he ought to have an assistant for architectural work.

The Saturday afternoon sketching classes are more popular than ever. I know of nothing that brightens up a student or stimulates his interest in his studies more than getting him into contact with old work of every description. The work done by prize takers during their holidays is also to be highly commended.

A great impulse could be given to the Applied Art Section of this School if the hours of attendance were from eight till eleven in the morning in place of from eight till ten, and with no evening art classes. The attendance at these latter is frequently broken into by the necessary overtime apprentices have to work in offices. If the morning were entirely devoted to art instruction, and the students could give, say, two nights per week to science, that is all that should be expected of them. The Applied Art School is now doing in a most efficient manner what formerly had to be done in the office or the workshop in a very inefficient manner, in other words, employers are now getting their apprentices educated at the public expense. It is therefore not unreasonable to expect that the office hours should be curtailed to admit of apprentices getting the full benefit of the School. Employers should be urged to acquiesce in this arrangement, as I feel sure they would soon recognise the benefits they themselves would derive from it.

National Art Survey.—The invaluable and unique collection of records of Scottish Architectural work goes on increasing. The work done by the two bursars is an important factor in their education. If possible the number of bursars ought to be increased to four, so as to give every student a chance of doing six months' work at this.

I should like to see a little more discipline in this class. The work done by the last holders of these bursaries was not equal in amount to what should have been done and has been done by previous holders. Each student should keep a diary recording his daily work.

The holders of Travelling Scholarships have also given a good account of themselves, and the experience and knowledge they gain of all classes of work such as stained glass, metal work, wood work, etc., is invaluable to them in after life.

The lectures on Architecture by Mr. Ramsay Traquair have, I am told, been well attended and appreciated by the students.

Art School Classes.—I visited all the classes under the guidance of Mr. Blacklock and am able to report favourably on all I saw.

The Drawing and Painting classes from the antique and life are well attended, and there are a number of promising students. Some of the female students are doing excellent work.

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The classes for Modelling from the Antique and Life, under Mr. Portsmouth are doing first-rate work. Mr. Portsmouth seems to have the gift of rousing the enthusiasm of his pupils.

The classes for General Design are well conducted by Mr. Black and his assistant, and some of his students are developing a distinct talent for design.

The Bookbinding class is doing well.

The classes for Preliminary Drawing, etc., are well attended, and good work is being done.

This school can never do the good work it can and ought to do in the present building of the Royal Institution. The state of matters there now is deplorable. Teachers and pupils are hampered in every way, and there is no room for expansion. The solution for this problem is urgent and should be taken in hand at once.

Edinburgh Heriot Watt College.

I made a number of visits to this College and received every attention from the Principal and teachers.

Architecture and Building Construction.—These subjects are taught to a large number of students by Mr. Jerdan, and there is good work being done within the limits of time at his disposal.

The teaching session is too short, only 28 weeks, with a class two nights per week of 1 hour and 20 minutes each. It is impossible to d full justice, even with the addition of home work, to such wide and comprehensive subjects.

The classes for Graphics, Strength of Materials, and Mechanics of Structures are of great importance, and all architectural students should pass through them.

Trade Classes.

Cabinetmaking.—Mr. Ednie, one of the best students of his time in the Applied Art School, has conducted this class on good lines. I saw some excellent work being done by the students. The examples of furniture they have should be weeded out a little. The only criticism I have to make here is that the syllabus professes to do rather too much. What is known as L'Art Nouveau should be excluded, as it can only demoralise the taste of the students. There should be a fuller education in architectural drawing, colour and perspective.

Woodcarving.—Except for amateurs I do not think woodcarving should be taught, the workshop is the place for this. Modelling and a knowledge of historical ornament should be the subjects chiefly taught.

Bookbinding.—Very good work is being done in this class.

Carpentry and Joinery.—The instruction given in this class is good and practical.

House Painters and Decorators.—This class is well attended and the teachers seem thoroughly interested in their work, but it is carried on on a wrong basis. While this class may educate apprentices to do remunerative work, which could not be done without the teaching they get here, it is impossible that art workmen can be produced. Colour cannot be taught by gas light, the laying on of paint may be. If art craftsmen are to be produced, then the whole system must be altered. The student must first of all be tested for colour blindness, then be put through a course of architectural and freehand drawing, historical ornament and colour study from still life, finishing with figure drawing and life studies. Unless he is thoroughly qualified in these subjects, he never can be a high-class decorator. I have found the Painters' class at the other schools I have visited in the same condition as here.

Art Classes.—The Art classes here are, I understand, practically the creation of the Headmaster, Mr. Riddel, and he deserves great credit for what he has done. This, of course, was only made possible by the liberality and support given by the Governors of the Trust. I looked over all the classes and I think Mr. Riddell's method of interesting the students in their work is good. All the students under his care (male and female) are making good progress.

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Glasgow School of Art.

I had a long and interesting conversation with Mr. Fleming, the Chairman of the Art School, and Mr. Catterns, the Secretary, regarding the organisation and working of the school. This cleared away many of the difficulties I met with in trying to understand the School Calendar, which, to my thinking, is drawn up in an unnecessarily complicated manner.

The work done here is carried on with great spirit by Mr. Newbery and his assistants. Professor Bourdon's methods and influence have much to do with the success of the architectural teaching, and he is most ably assisted by Professor Macgibbon and Mr. Watson.

The Art class under the superintendence of Professor Giraldon did not appeal to me. I have no doubt he has high qualifications for such work, but he is not sufficiently in contact with the students to produce the desired results.

I visited the class where elementary and advanced design is carried on. Much of the work carried on here is dealt with on a wrong basis. The students seem to me to be deficient in that sense of scale and fitness so necessary for successful work. This arises from a want of preliminary training. The Head Master recognises this and hopes to get the teaching placed on a better footing.

The modelling carried on by Mr. Keller, both from the antique and the life, is in my opinion of a very high order. I specially noticed some life-size models from the nude, which showed great skill on the part of the students. The modelling of ornaments for architectural purposes is well attended to. The practice of making sketches in clay of architectural features, such as doorways and portions of vaulting is worthy of imitation in all schools.

Under the guidance of the Head Master, I visited all the classes where drawing and painting from life are carried on. A group of nude figures driving a wheel before them, drawn on a large scale, and some other full size drawings from the antique struck me as being exceptionally good. I do not feel competent to criticise the painting further than to say, that while some of them appeared to me worthy of note, it struck me that the studies varied considerably in merit, but of course this must be expected.

An Evening class for teachers attracted my attention. Studies from still life in coloured chalks were being made, and the average merit of them was distinctly good.

I was shown the enamelling class at work. It is still in an elementary stage, but under the care of Miss Dewar good progress may be hoped for.

Although the building is a very large one, it is now too small. Many of the rooms are over-crowded and inconvenient to work in, and much moving about of furniture has to be done. The Library is too small and is not sufficiently isolated. At present it is little more than a recess off the main corridor.

Glasgow and West of Scotland Technical College.

School of Architecture.—In inspecting the classes at the Technical College I received every attention from Mr. Stockdale, the Director and Secretary, and the teachers. The Calendar of the School of Architecture states that: "it was agreed at the conference at which the Joint Committee was appointed, that the teaching of Architecture must be common to both the School of Art and the Technical College, but that it will be necessarily taught somewhat differently in the two institutions. The more strictly artistic side of the subject being dwelt upon in the one, and the more strictly technical in the other."

I cannot see that this distinction exists. Architecture, as taught in the Technical College is artistic in its best sense, and although I am in favour of concentrating all the art teaching in one school, as the arrangement between the two schools is one come to after, I understand, much care and consideration, I do not suggest any alteration.

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I visited all the classes under the guidance of Professors Bourdon and Gourlay, and was much impressed by the system of instruction given. Professor Bourdon's methods of teaching design in construction are to be thoroughly commended, and should be introduced into other schools.

The work done by Professor Gourlay and his assistant, Mr. Boyd, in dealing with the history of architecture and building construction generally attracted my attention. Not only all the ordinary but the higher problems of construction are carefully taught to the students by a combination of lectures and drawings made by the students from these lectures, and home work in addition. This meets with my entire approval, and should be introduced elsewhere.

The teaching of building construction to workmen by Mr. Boyd and Mr. Dunn is very complete. I noticed that the science of Stereotomy was admirably dealt with by Mr. Boyd.

A good deal of work in connection with the classes is done by the students at home.

The Saturday Architectural measuring class, and visits to work in progress, are important features, and contribute greatly to the education of the students.

I visited the class for painters, cabinetmakers and typographers. These are in an unsatisfactory condition. In the painters' class, graining, marbling and lettering make up the bulk of the work done by the students. There were a few feeble attempts at some ornamental work, but quite unworthy of notice. One had the impression after seeing this class, that while the teaching might be good enough for house painters' apprentices, and sufficient to enable them to do everyday work, as a school for decorative art it is absolutely useless. Colour cannot be taught by gas light and the students should be tested for colour blindness.

The cabinetmakers are in no better condition. I found many of the students copying coloured prints of interiors of the most depraved style of modern art. Some large sized detail drawings which I examined showed complete ignorance of detail. Several of the students I spoke to told me they felt the want of a good preliminary training in architectural drawing, perspective and colour.

On calling the attention of the Director and others to the state of things in these classes, I was glad to find that they realised there was need for improvement, and they are now to appoint a Mr. Ednie to take them in hand. Mr. Ednie was one of the best students of his time at the Applied Art School in Edinburgh, and has had eight or nine years of experience since then. I hope much from his appointment.

The plumbers' class is in a very healthy condition, and I can highly commend all that is being done. The headmaster is a capable, earnest and sympathetic teacher, and all who come under his influence must benefit from it.

The class room is a good and well furnished one.

Typography.—The typography class room is well furnished with machinery and other appliances, and there appears to be a good number of students. Every opportunity is provided for their learning how to use these, but the art of printing as it once was, and ought still to be, cannot be cultivated here, as there is neither the necessary material nor the teaching. Any attempts I saw to compose title pages and headings were of the most commonplace description.

In talking with the teacher and students the excuse given for this was that they had no good examples to work from. I have a large collection of photographs of title pages, letters and printing of different periods, made by myself some years ago. I shall put a selection of these at the service of the college, and I am sending them on to the Director. The students should be taught to sketch out title pages and then print them. For this purpose they must have a supply of type of different periods.

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SPECIAL REPORTS ON THE TECHNICAL INSTITUTIONS—GLASGOW, EDINBURGH AND DUNDEE—BY PROFESSOR W. C. UNWIN, LL.D., F.R.S., M.I.C.E., HON. M.I.M.E., SESSION 1906-1907.

Glasgow and West of Scotland Technical College.

The college is now located in a new and admirable building, with ample accommodation, extremely well adapted for its purpose and very fully equipped with everything required for satisfactory teaching. I saw the air purifying, ventilating and heating arrangements, which are exceptionally complete, and which appeared, so far as I could judge, to act very satisfactorily considering the size and difficulty of such a building. The large use of glazed brick for the walls ensures very great cleanliness and brightness throughout the building. One wing, which I understand will be chiefly occupied by the Engineering Department, has still to be constructed, and its erection will be proceeded with immediately. In the meantime the Engineering Department is adequately provided for. There is an absence of crowding, a quietness, and an air of keen interest and attention on the part of the students which is very striking. In all the classes I visited there was perfect order, and students were working vigorously and with evident interest and understanding of the work.

Various features in the organisation of this college are exceptional and interesting. One is the formation of Departmental Committees on which some of the most distinguished engineers in the district serve. Another is the appointment of an Assessor of eminence to act with members of the staff in conducting the examinations, and to preside at meetings of the examining board. It is an arrangement which may be of great service in keeping the instruction on practical lines and maintaining a satisfactory standard. It is in my view absolutely right that a student should be examined by his instructors, but the Assessor is likely to be useful in indicating points on which the teaching is deficient.

The other feature which struck me as of great importance is that some entrance requirements are insisted on both for day and evening students. In my view it is impossible to carry on technical classes satisfactorily if this is not done.

The standard for the preliminary examination is not very high, but that there is any standard is valuable. It would be well if possible for some geometrical drawing to be required at entrance. It ought to form part of school instruction in mathematics. I understand that under a new arrangement the School Board prepared students for entrance in continuation classes, and that though at present the preparation is not quite so good as previously, when the college had preparation classes, still the arrangement that preparation should be delegated to the schools is, I believe, right and a step in proper organisation of education. A leaving school examination of a satisfactory standard seems to me the best qualification for entrance to a technical college.

The mathematical classes under Professor Gibson appear to be admirably adapted for engineering students and the system of home work exercises is excellent. Somewhat exceptionally no graphic statics or laboratory work is taken in this department, but they are provided for elsewhere. The course seemed to me an excellent one, and some of the work I examined thoroughly satisfactory. This statement applies both to day and evening classes. It is interesting that as many as 453 evening students are taking the mathematical classes, notwithstanding the rather analytical and abstract character of the course.

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so far as a basic knowledge permitted a judgment to be formed. I believe the work in this department to be thoroughly good.

The course in the Engineering Drawing department is a little unusual, in that no preliminary work and designing such as commonly form the course is undertaken, the instruction being provided for in other departments. The third year course appears to include some lectures on engineering and the use of engineering instruments which I should rather see as a prelude to, and in the first Engineering course. There is a special course for students in naval architecture and another for students in mechanics.

Mechanics. This is clearly one of the most important departments in the college and on its efficiency four departments are very dependent.

The course under this name includes the whole range of applied mechanics, except heat engines, together with the laboratory course in testing materials. A set of lectures on the mechanics of structures including roofs, bridges and masonry structures, and in these courses the practical design of structures, especially steel structures, is taught.

In the summer session in addition there is a course for architects. Mr. Longbottom appears to be an excellent early teacher and such work as I saw was excellent. I hesitate to criticise at all a department which is clearly working so well. At the same time I must in honesty say that the syllabus seems to me to be an overcrowded one. I should say it covers more than could properly be grasped by any student in the time allotted.

The historical development of the college or local conditions may fully explain how it has come about that so much work is thrown on this department. It would seem to me more natural that hydraulics and masonry structures, for instance, should be taken in the Civil Engineering course and the syllabus somewhat relieved. I think the teaching of the remaining subjects would be more thorough. However, my criticism must be taken for what it is worth. I learned that there are over 1,000 students taking instruction in this department.

The designing work carried on in this department is very valuable and important. At the end of the course the examination in designing takes the form of a home exercise in designing, for which ten days are allowed. Probably this is managed quite satisfactorily, but I should myself prefer to base the examination in design on the designs worked in class under inspection. The teacher knows all about these, and how much independence the student has shown, and can, I think, appraise the value of the work quite satisfactorily.

The laboratory, under the charge of Mr. Longbottom, for testing materials is very satisfactorily equipped. Possibly in course of time it may de desirable to have more small testing machines which students can use without risk and without much supervision.

Motive Power Engineering. I gather that the course in this department is taking shape under Dr. Mellanby and the laboratory is being equipped with larger engines, some of which are under construction but are not yet delivered. The laboratory will be a very complete one when the arrangements in progress are carried out. A fairly large engine with drop valves suitable for high superheat is being erected, and there is a separately fired superheater in the boiler house. Besides some smaller steam engines there is an oil engine, a gas engine with suction plant, and a Diesel engine is under construction. There is an Ammonia refrigerating plant, a two stage air compressor, and an Argyll four cylinder motor-car chassis. Also smaller experimental apparatus. The laboratory has been arranged with much care and thought. The course of instruction is quite satisfactory and sufficiently advanced.

As to the designing course I did not happen to obtain much information and apparently it has not yet taken much development.

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I am not an authority on Electrical Engineering, but I visited the laboratories which are excellently arranged. The courses are attended by 129 day and 736 evening students. There is a laboratory workshop. The course of instruction is apparently a very complete one, and very practical.

The Civil Engineering department is recently formed, and has probably not yet fully taken shape. I hesitate rather to offer criticism because there may be good reason for the arrangements which appear in the college prospectus. The course is intended for young men in Civil Engineering Offices, or who intend to become civil engineers, and most of the subjects are taken in the day only, at least I judge this from the record of enrolment.

The subjects of "Railways and Roads," "Harbours and Docks," "Sewerage Engineering" seem to me more properly subjects for a fourth year or post-graduate course than for second and third year courses. At any rate it seems to me inadvisable to make these subjects part of a second year course. It can only be done by excluding more necessary subjects. On the other hand I rather miss in the syllabus some subjects which form the basis of civil engineering, such as the theory of earthwork, hydraulics, theory of masonry structures, etc. No doubt some of these are taken in other courses, but the effect of that is that as it seems to me the civil engineering course is without a serious basis, and is forced to become almost purely descriptive. The surveying is taken in the summer months, and I had no opportunity of seeing how this course is carried on.

I visited the Mining and Metallurgy departments which are well arranged. I learned that most metallurgical day students find positions abroad and not in the industries near Glasgow, but that steps are being taken to establish relations with the great steel industry. The evening classes are attended chiefly by persons engaged in industrial metallurgical operations. I was interested also to learn that it is proposed to try the experiment of a summer camp for surveying work. Metallography receives full attention in this department.

I had not an opportunity of seeing the Naval Architecture class which is held in the evening and has 130 students. As it is in charge of a chief designer at one of the great shipyards on the Clyde the instruction is no doubt practical and good. The syllabus of the three courses of Naval Architecture is excellent. There is a drawing class to which reference has already been made which supplements the work of the lecturer. I have no doubt that the work in this department is of the greatest value to young men engaged in the shipbuilding industry of Glasgow.

I saw the very interesting class for Boiler-makers carried on by a practical instructor. The Boiler-makers are a relatively uneducated class of artisan, but those I saw were clearly keen and interested in the class work. They were laying out full size on the floor some difficult projections of boiler plating. They have also some general instruction on matters relating to boilers.

I was glad to find that for Engineering Students a course is provided on oils and fuels, calorimetry and high temperature measurement, and flue gas analysis.

There is a very interesting school for Bakers and Confectioners, established by the efforts of the Master Bakers' Association and well provided with plant, largely supplied without cost to the college by the manufacturers. The classes are so successful that students have to ballot for admission.

I saw also a classroom for Bootmaking with expensive machinery lent by the manufacturers.

The Sandwich System. It is of much importance to secure for technical college students opportunities of workshop experience. As regards evening students, it appears that a large proportion are apprentices in workshops. Of the day students in Engineering it appears that a large proportion find

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employment in works during the long summer vacation. They thus sandwich their time between works and college, and the plan is an excellent one if properly carried out. Some day students, it appears, drop a year of attendance at the college course in order to get a year's experience in works. It is only where the summer vacation is a long one that the division of the year into part college and part workshop is possible, and t appears that some of the difficulties of this arrangement are not yet overcome, and perhaps will increase as the number of students increases. I have some doubt if it can be permanently adopted on a large scale. The works find difficulty with apprentices who come to them for so short a time and are apt not to take much trouble to give them full opportunities. But the interposition of a year or year and-a-half of workshop in the course of training is a very good plan and seems to me to present less difficulty.

There is no college workshop at Glasgow, and the need for it is not great under the conditions obtaining there. It has, however, a use even for students who have had some workshop experience, and is a valuable auxiliary to the Engineering Laboratory. Some practical teaching, as, for instance, the tempering and grinding of tools, and the lining out and setting of work in the machine tool, can really be taught better in the college workshop than in the industrial workshop, and an apprentice can try his hand at a greater variety of work than is permitted in the latter.

I did not find that at present much is done in the Engineering Department in research. I have never found that it was possible, without serious loss in other ways, to employ Engineering students in research in the regular three years' course. But it would be a good thing if some research work could be done by some of the most advanced students during a fourth or post-graduate year, and this might well be combined with some very specialised and advanced instruction. It appears that there are over a hundred students attending classes who are University graduates. The advanced fourth year laboratory work and instruction would be specially likely to attract such graduates.

I have not found in colleges of this type a class for estimating and taking quantities, but information of this kind is very useful to Engineering students.

I have only to say in conclusion that I have nothing but praise for the arrangements for instruction at the Glasgow Technical Institution. The buildings and equipment are admirable, and I believe the College has the services of a very distinguished and devoted staff. In some departments, I think, additional assistance would be desirable, and, indeed, will be necessary, if research work is undertaken; but this is a matter to be considered by those more intimately acquainted with the work of the College. If on one or two points I have made criticisms, it is not that on any point I think there is cause for dissatisfaction.

Heriot-Watt College, Edinburgh.

The Heriot-Watt College is very similar in most respects to the Glasgow Technical College, at least so far as the technical classes are concerned. It is an older and less spacious building, and at present suffers somewhat from deficiency of accommodation. But large new Engineering laboratories are shortly to be constructed, and when these are occupied, other space will be set free. I learn also from the Principal's report that some Art classes are to be transferred to the Municipal Art School, and that a project has been mooted to transfer the Commercial Classes to a special institution. I have, of course, no opinion as to the desirability of this policy, but I think the technical classes of the College would benefit if the work carried on was more homogeneous and less miscellaneous in character.

The College has close relations with the University, some College students attending lectures on strength of materials at the University, and some University students attending classes on Prime Movers at the College.

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Further, in the degree of B.Sc. no adequate course in Electrical Engineering is recognised as a qualification, but graduates of the University in some cases take an advanced post-graduate course in Electrical Engineering at the College. It would seem a proper function of Technical Colleges to provide specialised post-graduate courses which can be less easily supplied under the more rigid conditions of University teaching.

Day students can obtain a certificate at the end of two years' study, and a diploma at the end of three years' study, and there is a satisfactory entrance examination. The Principal seems to think that the University Preliminary Examination might be made compulsory for entrance to the day classes, and in many respects this would be a desirable arrangement. Although not entirely a satisfactory examination it would raise the entrance standard.

For evening students there are preparatory classes under the Edinburgh School Board, and candidates who have qualified at these classes are allowed to enter the advanced classes at the Heriot-Watt College. There is also an entrance examination at the College, which includes an examination in drawing. It appears, however, that comparatively few students come from the School Board Continuation Classes, and nearly all from Secondary Schools. The general type of student is, therefore, different from that in Glasgow.

I am not quite sure of the fact, but I gathered that a good many day students drop out of the course, and do not complete the three years, and that the number of diplomas taken is not large. A stricter entrance examination would probably improve matters in this respect. Students entering better prepared would not find that the teaching was getting too advanced for them.

There are quite suitable courses in Mathematics for Engineering students, but the whole of Mechanics is given by the Engineering instructors.

Engineering Day Courses. The first year's day course, which includes a good deal of Mathematics and Science and little Engineering, except Drawing, is well arranged to prepare students for the more technical studies. There is also a three months' summer course in the workshop, which I think a good arrangement for such students as come to the Heriot-Watt Engineering classes. The second year day course, which includes graphic statics, the elementary theory of heat-engines and a course on strength of materials, taken at the University, is well arranged. The third year course includes more advanced work on heat engines, and machine and structural design.

I found that a very excellent theoretical discourse on thermodynamics is given in the Physics Department.

A very excellent series of printed exercises in Mechanics, with full directions for carrying out the experiments was shown me. No doubt these greatly facilitate the laboratory work, though one has a suspicion that they perhaps make students' work too easy.

Engineering. The work for evening students is arranged for a five years' course. I saw the classes in machine construction and drawing, and found the work very satisfactory. A good deal of the drawing is done from measurement of actual machine parts. The more advanced work consists of designing to prescribed conditions. There are courses which appear to be quite satisfactory on the applied mechanics of engineering, and a special course on graphics. These cover practically all the necessary subjects.

The Engineering laboratory is well equipped for experiments on heat motors and strength of materials. I was present at an evening demonstration on strength of materials, and can speak well of the teaching. There is a 50 ton testing machine, torsion machine, calorimeters, compound steam engine and boiler arranged for complete tests, laval steam turbine and dynamo with condenser and superheater, a gas engine, oil engine and petrol motor. The equipment is excellent, and when moved to the new laboratory will no doubt be more convenient still. The space is over-crowded at present.

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There is a very fully equipped electrical laboratory, and, so far as I can judge, a very satisfactory and complete course of instruction in Electrical Engineering, with additional courses on telegraphy and telephony. I was particularly struck with the very complete arrangement and fine apparatus of a newer laboratory for alternate current and multiphase work.

A course for users and drivers of motor cars has been started under the direction of Professor Stansfield, and cars have been lent by makers for demonstrations in this class.

There is also a class carried on by Professor Stansfield for Agricultural Engineering, which is recognised as qualifying for the B.Sc. in agriculture. It seems to me, however, that Professor Stansfield has really more on his shoulders than any one professor ought to carry, though I do not know that he thinks it at all too much.

There is a good workshop with a fairly sufficient supply of tools, but as this is used by students in the summer months, I had no opportunity of judging of the character of the work done. I believe that a workshop may be a very useful adjunct to the Engineering Department.

At the time of my visit the session was coming to an end, and the third year students had taken away their note-books and much of their work. But I believe very excellent work is being done in all sections of the Engineering Department. If any fault is to be found it is, I think, that the instructors are overtaxed by having to deal with too great a range of subjects. The classes were in perfect order and the students apparently interested and keen on their work. If some of the most specialised instruction could be given by experts in charge of limited proportions of the instruction, it would, I think, raise the reputation of the College.

Sandwich System. Something is being attempted in the direction of providing practical work for students during the summer months, but there appear to be more difficulties in securing the necessary facilities to enter works at Edinburgh than at Glasgow. Most of the evening students are apprentices in works, and are, therefore, pursuing their scientific and practical training simultaneously.

The calendar of the College gives particulars of some arrangements with engineering firms by which day students can begin an apprenticeship at the end of the second winter session, returning to College for the third winter course. Also in some cases diploma students are allowed to shorten their apprenticeship course by a year. The whole success of technical schools will depend on the full recognition by employers of the fact that students trained in the colleges are more valuable than untrained apprentices. In return for the instruction given in the colleges they ought to facilitate the entry of college students into the works. In the United States the managers of works will always give students from reputable technical schools a chance of showing what they are worth, and that without any premium or obligation to remain except so long as they are found useful while acquiring experience.

Dundee Technical Institute.

The Institute is in a very different position from the two large Colleges at Glasgow and Edinburgh. The classes are held in two different buildings not very convenient for the purpose. But I understand that a site has been obtained for a new building, the plans of which I saw, and if these are carried out the Institute will be, no doubt, an important Technical College.

There is what is clearly an important textile department for spinning and weaving jute, in connection with the chief industry of the town. This is supplied with a fine collection of full-sized machines, or sections of machines, given freely by the manufacturers. All processes, I understand, can be studied practically. Many of the students find places as foremen in factories in India and on the Continent.

There are no day students.

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The evening students in the Engineering Classes are nearly all apprentices, but they are young, and the requirements for entrance are very low.

A good deal of instruction takes the form of instruction in mechanical drawing, and no doubt these classes are very useful, even for comparatively elementary students. I found some students doing very good freehand sketching of machine parts, and much of the drawing was good, considering the class of student. I attended a class in Mechanics under Mr. Gray, and was struck with the ability he showed in explaining mechanical principles to students of a very elementary type. I have no doubt that as much as is possible is done in instructing the students. But it is impossible that such classes should be really successful unless a higher entrance standard in mathematics is exacted. Without this, principles can be to students little more than rules of thumb.

There is a very fair Engineering laboratory, the apparatus belonging partly to the University and partly to the Institute. Some of the apparatus designed by Professor Claxton Fidler is very interesting and original.

There is apparently an excellent practical course in Naval Architecture. I had not an opportunity of seeing these classes.

There is a summer course in Surveying, but this also I could not see.

I saw a class taking the History of Architecture, apparently doing good work.

As classes are held only on particular evenings, it was not possible to see more than a fraction of the work of this school. I do not doubt that very useful work is being done, and that the Institute is already a beginning of a more important institution. But it has at present to deal with students imperfectly prepared for technical studies. It should be mentioned that evening students can take more advanced classes at the University at reduced fees.

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TABLE No. 5.

CENTRAL INSTITUTIONS.

Statement shewing the *number of Students instructed* in, and the *grant made by the Department* to the ten *Central Institutions* working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code in respect of the Session 1905–1906 and the preceding Session.

Name.	Session 1905-1906.			Session 1904-1905.		
	*Number of Students instructed.		Grant from the Department.	*Number of Students instructed.		Grant from the Department.
	Day.	Evening.		Day.	Evening.	
			£ s. d.			£ s. d.
Aberdeen and North of Scotland College of Agriculture ..	168 (Central only)	22 Classes	— 2,251 14 5	84 (Central only).	— Classes	2,285 3 11
Aberdeen Gordon's College and Gray's School of Art	65	834	1,432 10 2	52	723	1,253 9 3
Dundee Technical Institute ..	—	1,095	1,291 10 5	—	1,021	1,324 9 10
Edinburgh and East of Scotland College of Agriculture ..	113 (Central only)	185 Classes	†2,030 14 2	90 (Central only).	171 Classes	†2,123 8 10
Edinburgh Heriot-Watt College ..	182	3,539	3,361 13 8	236	3,741	2,951 9 3
Glasgow and West of Scotland Technical College.. .. .	535	3,812	8,446 17 6	530	‡4,182	5,873 3 1
Glasgow Athenæum Commercial College	199	983	698 0 8	188	936	615 3 6
Glasgow School of Art	241	1,052	2,415 8 4	230	958	2,260 6 3
Leith Nautical College	150	171	330 17 3	214	73	323 16 3
The West of Scotland Agricultural College (including Kilmarnock Dairy School).. .. .	90 (Central only)	131 Classes	3,031 1 ½	108 (Central only).	81 Classes	2,937 3 11
Totals	1,743	11,824	25,290 7 9	1,682	11,886	21,947 14 6

* For further particulars see detailed Statistics in connection with the various reports.

† Includes a separate grant of £100 on behalf of the Forestry Classes conducted in the University of Edinburgh.

‡ The figures for 1904–5, published in the last report, included the Students attending special classes not forming part of the regular classes. These figures are omitted from the present table so that a proper comparison may be made with the figures for 1905–6.

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PART V. OF APPENDIX.

SECONDARY EDUCATION.

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SECONDARY EDUCATION.

C. 397.

(*Circular to Secondary Education Committees.*)

SCOTCH EDUCATION DEPARTMENT,

22nd April, 1907.

SIR,

I am to call your attention to the terms of paragraph 18 of the Minute of 10th June, 1897.

The amount available for distribution by Secondary Education Committees for 1907–8 is the same as last year, but an additional sum of not more than £40,000 has now been allocated for the forthcoming year under Section II (B) of the Minute of 9th March, 1907, providing for the distribution of the General Aid Grant. Of the latter sum an amount not exceeding £2,000 will be reserved as stated in the second paragraph of that section; the balance of £38,000 will be distributed on the same basis as before. The amount which will be paid to your Committee under these two Minutes is shown in the table appended (See Appendix II).

It now falls to your Committee to submit their scheme for the distribution of the above grants. *It is particularly requested that this should be forwarded to the Department as soon as possible and in any case not later than 1st June.*

Your Committee will be informed, in due course, of the amounts, if any, payable for the year 1906–7 for the purposes of Technical Education under the provisions of paragraph 11 of the Minute of 10th June, 1897, but there is no reason to suppose that the actual sums which might be available for Technical Education will show any such diminution upon those available last year as to affect the preparation of your Committee's scheme.

The general considerations by which, in the view of the Department, Committees should be guided in formulating their schemes for the distribution of the grants allotted to them for the purposes of Secondary and Technical Education have been fully set forth from year to year in Circular 359, extracts from which are attached hereto. While these considerations still obtain, it is imperative that your Committee should so frame the whole of the bursary section of its scheme as to adapt it to the new situation created by the issue of the Regulations for the Preliminary Education, Training, and Certification of Teachers. The following are the main principles to be kept in view.

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1. As indicated in Article 57 of the Regulations, two kinds of bursaries and allowances should be awarded.

(*a.*) *Intermediate Bursaries.* To be awarded to pupils who have not yet obtained the Intermediate Certificate, to enable them to attend at schools recognised by the Department as giving suitable instruction for this purpose—that is, as a rule, at Higher Grade or Secondary Schools.

(*b.*) *Secondary Bursaries.* To be awarded to pupils who have already obtained the Intermediate Certificate, to enable them to pursue a course of instruction at schools which are in a position to provide a full Secondary curriculum.

This latter class of bursaries and allowances should include the provision for accepted *Junior Students* which is required by the Regulations; but, subject to the reservation of a sufficient number of bursaries and allowances for such of the Junior Students nominated by your Committee as may require them, there is no need to establish a definite set of bursaries for Junior Students only, or to treat them in any way differently from other bursars attending a Secondary School. It should be understood that while each Committee will nominate candidates from its own district and will award to certain of them such allowances as it may see fit, the choice of a centre of instruction is not restricted to the schools of a particular county or burgh, but should be determined by considerations of individual convenience.

2. When the various applications have been received, it will be for your Committee to determine the total number of allowances which it may be necessary to provide. The allocation of these, and the fixing of the amount to be granted in each case, will call for very careful consideration. In awarding Intermediate Bursaries, it should be borne in mind that boys and girls are under a legal obligation to attend school up to the age of fourteen. In the case of pupils below this limit, no financial assistance would seem to be called for beyond what may be required to cover expenditure actually entailed by attendance at a central school. The Committee should endeavour, as far as possible, to aim at an equitable distribution of bursaries over the different schools from which the *qualified* applicants are drawn. When the applications have been received and the schools from which the candidates come ascertained, an award should be made on the principle of giving as far as possible one bursary to each school and additional bursaries to certain schools in consideration of their size and of the number of *qualified* candidates put forward by them. *Mutatis mutandis*, the same procedure should be followed in awarding Secondary Bursaries. On this principle, competition for a bursary, so far as competition might be necessary, would be between pupils of the same school, and would take full account of their previous record in that school. In determining the amount of the bursary, account

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should be taken of the expense necessarily incurred, *e.g.*, in travelling, or in boarding at the centre of instruction.

It is believed that considerable sums of money which are available under the Schemes of Administration of various Educational Endowments are useful in bringing pupils to Intermediate and Secondary Schools, and the Department will, as far as possible, place at your disposal any information desired by your Committee as to the Educational Endowments already existing in your district.

3. There is no reason, however, why the whole of the money at the disposal of your Committee for the award of bursaries should necessarily be spent within the currency of your Committee's financial year. Any unexpended balance may be placed to a reserve fund, to be drawn upon in future years as the claims upon this part of your Committee's scheme increase.

The scheme should be submitted *in duplicate*, and should be so framed as to show clearly the separate paragraphs, duly numbered, and the particulars relating to the proposed allocation of the grant. If the new scheme, as submitted to the Department, shows substantial amendment upon the scheme of the previous year, the fact of its submission should be at the same time announced by advertisement in one or more newspapers circulating in the district. The Committee should forward to the Department copies of the newspapers containing this advertisement, which should follow, as near as may be, the form set forth in Appendix I. on page 6.

It will also be necessary for your Committee, in accordance with Article 3 of the Regulations, to make nomination to the Department of young persons who desire and are qualified to be enrolled as Junior Students. I am to suggest that your Committee might forthwith proceed to invite applications from young persons resident within your district who possess, or hope to possess, as the result of the Leaving Certificate examination of June, 1907, the necessary qualification in the shape of the Intermediate Certificate. It is important to note that, in nominating students, the choice of the Committee need not be limited to those candidates to whom they have been able to award a bursary. All young persons otherwise qualified are fully eligible for nomination. The list of nominations for 1907–8 *should, as far as possible, be completed before the end of the summer session of this year*, in order that the candidates selected may be in a position to begin their studies as Junior Students on the re-opening of the Junior Student Centres after the summer holidays. In this connection your attention is particularly directed to Articles 3, 4, and 5 of the Regulations. This list should be forwarded to the Department at the earliest practicable date.

The Department will also be glad to receive the *Annual Statement of the Accounts* of your Committee, together with

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a *Short Report* on the work of the Committee and the progress of Secondary and Technical Education in their district *during the past year*. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ended 15th May, 1907, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

It is pointed out that while circumstances may render some delay necessary in the completion of the *Report*, the *Accounts* for the past year need not be delayed for the preparation of the Report, and might without inconvenience to your Committee be submitted *at latest before the end of May*, the *Report* being forwarded as soon afterwards as may be found possible.

Additional copies of this Circular are enclosed for the use of Members of the Committee.

I have, etc.

J. STRUTHERS.

APPENDIX I.

Form of Advertisement.

Committee on Secondary Education for the County (*or as the case may be*) of_____

Notice is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of_____have this day submitted to the Scotch Education Department a scheme for the distribution of the sum available to them under Section II. B of the Minute of 9th March, 1907 (Distribution of the General Aid Grant), Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded *in duplicate*.

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of_____(*not to exceed one shilling*).

(Signed)_____

Clerk to the Committee.

Address_____

_____

Dated this_____day of_____1907.

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APPENDIX II.

TABLE showing how much each Committee will receive of the sum of 55,300*l.* under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900; and of the sum of 38,000*l.* under Section II. B. of the Minute of 9th March, 1907.

County.	Fixed Grant.	Amount of Grant according to population.						Total.		
		Minute 10th June, 1897.			Minute of 9th March, 1907.					
	£	£	s.	d.	£	s.	d.	£	s.	d.
Aberdeen (excluding Burgh)	200	1,702	17	0	1,362	5	6	3,265	2	6
Argyll	200	788	10	10	630	16	8	1,619	7	6
Ayr	200	2,706	0	11	2,164	16	9	5,070	17	8
Banff	200	656	5	9	525	0	7	1,381	6	4
Berwick	200	330	12	6	264	10	0	795	2	6
Bute	200	199	10	11	159	12	8	559	3	7
Caithness	200	359	14	11	287	16	0	847	10	11
Clackmannan	200	338	17	11	271	2	4	810	0	1
Dumbarton	200	1,210	3	10	968	3	1	2,378	6	10
Dumfries	200	770	16	1	616	12	11	1,587	9	3
Edinburgh (excluding City and Leith Burgh)	200	992	17	2	794	5	8	1,987	2	10
Elgin	200	472	12	10	378	2	3	1,050	15	1
Fife	200	2,324	7	9	1,859	10	2	4,383	17	11
Forfar (excluding Dundee)	200	1,305	9	4	1,044	7	5	2,549	16	9
Haddington	200	410	13	6	328	10	10	939	4	4
Inverness	200	956	14	5	765	7	7	1,922	2	0
Kincardine	200	334	19	4	267	19	6	802	18	10
Kinross	200	75	10	2	60	8	2	335	18	4
Kirkcudbright	200	419	13	3	335	14	7	955	7	10
Lanark (excluding Glasgow City and Govan)	200	5,133	5	2	4,106	12	2	9,439	17	4
Linlithgow	200	705	14	4	564	11	5	1,470	5	9
Nairn	200	92	12	7	74	2	2	366	14	9
Orkney	200	304	16	6	243	17	2	748	13	8
Peebles	200	159	13	8	127	14	11	487	8	7
Perth	200	1,312	4	7	1,049	15	9	2,562	0	4
Renfrew	200	3,114	2	3	2,491	5	8	5,805	7	11
Ross and Cromarty	200	812	0	1	649	12	1	1,661	12	2
Roxburgh	200	515	2	9	412	2	2	1,127	4	11
Selkirk	200	248	8	3	198	14	8	647	2	11
Shetland	200	299	3	3	239	6	7	738	9	10
Stirling	200	1,507	13	9	1,206	3	0	2,913	16	9
Sutherland	200	227	14	5	182	3	7	609	18	0
Wigtown	200	345	16	0	276	12	10	822	8	10
School Board Burghs.										
Edinburgh	200	3,368	10	5	2,694	16	5	6,263	6	10
Glasgow	200	6,622	1	0	5,297	12	10	12,119	13	10
Aberdeen	200	1,630	8	4	1,304	6	7	3,134	14	11
Dundee	200	1,711	17	9	1,369	10	2	3,281	7	11
Leith	200	822	10	3	658	0	2	1,680	10	5
School Board Parish.										
Govan	200	2,209	16	3	1,767	17	0	4,177	13	3
Total £	7,800	47,500	0	0	38,000	0	0	93,300	0	0

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Enclosure to Circular 397.

Extracts from Circular 359 relating to the allocation by County and Burgh Committees of the grants available to them for the purposes of Secondary and Technical Education.

1. The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage indicated in Article 29 I. of the Day School Code—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

2. Provision for this purpose may be made in two forms—(i) by grants to suitable schools; (ii) by provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them as, *e.g.*, by making the grant to a school depend on the provision of a certain number of free places. The grant to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

3. (*a*) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher Grade Departments of State-aided Schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, &c., and of estimated expenditure upon equipment, staff, &c., provided that such expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school, copies of which are enclosed herewith.

(*b*) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit), but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In no case should they be such as entirely to relieve Managers from the necessity of making some contribution from their funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From an examination of the returns made by School Managers on forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past, and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

4. My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools who have passed into, and remain for a reasonable time, at an approved secondary school or department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 *e* of the Minute, and payment is not conditional upon the production of a certificate under the provisions of paragraph 21 of the Minute.

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LIST OF SECONDARY EDUCATION COMMITTEES.

County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name and Address of Clerk.
BURGHS.		
Aberdeen	Dr. Dunn	G. Cruden, Esq., 9, Golden Square, Aberdeen.
Dundee	J. M. Wattie, Esq.	J. Thornton, Esq., 15, Albert Square, Dundee.
Edinburgh	A. E. Scougal, Esq.	R. G. Scott, Esq., W.S., 6, Hill Street, Edinburgh.
Glasgow	A. R. Andrew, Esq.	J. Clark, Esq. (Int.), 129, Bath Street, Glasgow.
Leith	F. R. Jamieson, Esq.	R. Hardie, Esq., 8, Links Place, Leith.
PARISH.		
Govan	R. Harvey, Esq.	M. MacLeod, Esq., 151, Bath Street, Glasgow.
COUNTIES.		
Aberdeen	Dr. Dunn	John Clarke, Esq., 7 Chanonry, Old Aberdeen, Aberdeen.
Argyll	D. Munro Fraser, Esq.	M. Sinclair, Esq., County Buildings, Lochgilphead.
Ayr	A. Lobban, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
Banff	W. W. McKechnie, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
Berwick	C. J. N. Fleming, Esq.	Joseph Wilson, Esq., County Clerk's Office, Duns.
Bute	A. R. Andrew, Esq.	R. D. Whyte, Esq., County Office, Rothesay.
Caithness	J. A. Macdonald, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
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Elgin	W. W. McKechnie, Esq.	J. McIsaac, Esq., Elgin.
Fife	J. C. Smith, Esq.	J. Mitchell, Esq., County Buildings, Cupar-Fife.
Forfar	J. M. Wattie, Esq.	R. F. Myles, Esq., National Bank Buildings, Forfar.
Haddington	F. R. Jamieson, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
Inverness	J. L. Robertson, Esq.	Messrs. Anderson and Shaw, W.S., Inverness.
Kincardine	Dr. Dunn	A. W. Kinnear, Esq., Stonehaven.
Kinross	A. D. Millar, Esq.	W. K. Falconer, Esq., Kinross.
Kirkcudbright	D. Thompson, Esq.	Adam Brown, Esq., County Buildings, Kirkcudbright.
Lanark	G. Andrew, Esq.	W. Malcolm, Esq., M.A., County Offices, Hamilton.
Linlithgow	A. E. Scougal, Esq.	J. G. B. Henderson, Esq., Linlithgow.
Nairn	W. W. McKechnie, Esq.	H. T. Donaldson, Esq., Nairn.
Orkney	Dr. Dunn	Duncan J. Robertson, Esq., Kirkwall.
Peebles	C. J. N. Fleming, Esq.	J. Ramsay Smith, Esq., County Clerk's Office, Peebles.
Perth	J. Clark, Esq.	D. Marshall, Esq., County Buildings, Perth.
Renfrew	D. Munro Fraser, Esq.	Messrs. J. and J. Caldwell, County Buildings, Paisley.
Ross and Cromarty	J. L. Robertson, Esq.	Alex. Ross, Esq., Dingwall.
Roxburgh	C. J. N. Fleming, Esq.	Messrs. P. and J. Stormonth Darling, County Clerk's Office, Kelso.
Selkirk	C. J. N. Fleming, Esq.	John Steedman, Esq., County Clerk's Office, Selkirk.
Stirling	A. D. Millar, Esq.	Patrick Welsh, Esq., County Buildings, Stirling.
Sutherland	J. A. Macdonald, Esq.	Archibald Argo, Esq., Golspie.
Wigtown	D. Thompson, Esq.	C. A. McLean, Esq., Wigtown.
Zetland	Dr. Dunn	A. Sutherland, Esq., Lerwick.

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LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	,, High School for Girls.
Ayr	Ayr Academy.
	Irvine Royal Academy.
Berwick	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy ,, ,,
Forfar	Arbroath ,, ,,
	Brechin ,, ,,
	Forfar Academy.
	Montrose ,,
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B. Barbour Academy.
Roxburgh	Hawick, Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling ,, ,,

May, 1907.

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REPORT *for the year* 1906 *by* J. STRUTHERS, ESQ., C.B., LL.D., ON SECONDARY EDUCATION IN SCOTLAND.

MY LORDS,

15th October 1906.

I have the honour to present to Your Lordships my second Annual Report on Secondary Education in Scotland.

Inspection of Secondary Schools.

The total number of Secondary (and Preparatory) Schools inspected this year has been 109. As will be seen from the Tables given in the Appendix, more than half of these are either schools under public management or endowed schools. The remainder are in private hands. The fact that there has been no increase whatever during 1906, would seem to indicate that the supply has reached the limits marked out for it by the demand. In the meantime, at all events, the endeavours of those interested should be mainly directed towards the securing of greater efficiency in the particular schools with which they are immediately concerned, and also towards the prevention of overlapping, and of consequent waste of effort. A year ago I referred to this last point in connection with the growth of the system of Higher Grade Schools. I am glad to say that the remarks then made met with a sympathetic response from more than one influential quarter. It is earnestly to be hoped that the matter will not be allowed to drop out of sight, but that the practical good sense of the communities whose interests are involved will insist upon friendly co-operation.

Higher Grade Schools.

I do not think it necessary to repeat my previous explanation regarding the place and function that belong to Higher Grade Schools as constituent elements in the educational machinery of the country as a whole. It may, however, be noted that the growth in their numbers still continues. The total stands to-day at 141, of which 127 are public schools while 14 are schools under voluntary management. Their geographical distribution is naturally regulated by considerations of population, but it may safely be said that there are now few districts of Scotland where a school of this type is not fairly within the reach of all pupils who have the capacity to profit by the type of education given. Hitherto recognition has been freely accorded wherever the grounds of application have seemed *prima facie* reasonable. The time is rapidly approaching when actual performance will have to be carefully looked into. In cases where promise has not been fulfilled, recognition will be withdrawn.

Their number and distribution.

Their importance as centres for the training of Junior Students.

When the new Regulations for the Training of Teachers are in full operation, the importance of the Higher Grade Schools ought to become more and more apparent. It will be to them that intending Junior Students will mainly resort to undergo the course of instruction necessary for the Intermediate Certificate. For the most part, the duty of training accepted Junior Students will devolve upon the Secondary Schools, this being a task for which many of these are already fully equipped. On the other hand,

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Influence of Regulations for Training of Teachers.

in localities where no Secondary School is available for the purpose, Higher Grade Schools will naturally develop their curricula so as to fit themselves for recognition as Junior Student Centres. The influence of the Regulations will thus be widespread, and their beneficial effect may be expected to make itself felt in various ways. I will refer to only one. There are good grounds for anticipating that the immediate future will see a complete change in the methods by which the monies available for school bursaries are at present usually distributed. The lines on which it is desirable that reorganisation should proceed have been put before the different County Committees in the form of a Circular Letter. If the recommendations of the Department are acted upon, the result will be to substitute for ill-regulated, unwholesome competition a principle of careful selection, well calculated to ensure that fair play is given even to those whose opportunities have not been equal to their abilities. Much weight will be attached to a pupil's school record, as properly attested by his teacher.

The allocation of School Bursaries.

Regulations for the Intermediate Certificate remodelled.

During the year under review it has been found possible to take another decided step in the direction of setting the Leaving Certificate Examination upon a footing towards which tentative advance has long been proceeding. The regulations for the Intermediate Certificate have been entirely re-modelled. Presentation at the Written Examination, and also at the Practical Examinations in Science and in Drawing, must now be simultaneous for all subjects of the approved curriculum, and it is intended that such presentation should be limited to the Lower Grade. The Certificate, when awarded, therefore testifies to the successful completion of a definite, well-balanced course of general education. Two further points are of great importance. In the first place deficiency in one subject may, to a certain extent, be compensated for by excellence in another. In the second place, in estimating the final results, careful consideration is given to the school history of each candidate. The aid of the teacher is actively enlisted in determining the question of success or failure.

Weight attached to teachers' recommendations.

In view of these changes, the examination just brought to a conclusion was looked forward to with a certain amount of anxiety. It was felt to be in some degree an experiment. I am glad to be able to say that events have completely justified the confidence of the Department. The teachers, as a body, have risen to the responsibility that was placed upon them. No candidate for the Intermediate Certificate was rejected, and no candidate at all doubtful was accepted, until his school mark in each subject had been carefully scanned and collated with his written papers. The labour of going through the Schedules was considerable. But it was materially lightened by the pleasure that was over and over again experienced when it was found possible to register simple acquiescence in the headmaster's reasoned verdict on the attainments of his scholars. Miscalculations, of course, were not unknown, but these are certain to disappear as the normal standard aimed at becomes better under-

The general result.

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stood. And there are evidently some teachers who find it hard to rid themselves of the notion that presentation should be made on purely speculative principles. Cases which suggested a deliberate intention to mislead were fortunately very rare. It was only here and there that a school mark of 70 or 80 per cent. was put against the name of a pupil to whose written work the most generous of revisers could not give more than 10. Still the very fact that such a discrepancy did occasionally occur renders a warning opportune. Any repetition of the offence will entail the disqualification of the whole of the candidates from the school with which the irregularity is associated. That is a severe measure. It would be adopted with great reluctance. But, in the interests of the integrity of the Examination, attempts of the nature indicated must be sternly repressed.

As was only to be looked for in the first year of a novel system, misapprehension of the regulations was not infrequent. Error or confusion due to this cause was, of course, very leniently dealt with. It will be well to make it plain that the rules laid down must be enforced with greater stringency in future. It may be helpful if I indicate some of the commoner misunderstandings. To begin with, the marks assigned by the teacher were not always assessed upon a common standard for each subject. It is not, of course, to be expected that the teachers of the different subjects will necessarily employ one common standard for all the subjects of the curriculum, although in well-organised schools there will certainly be approximate uniformity. All that is required, for the purposes of the Intermediate Certificate Examination, is that the marks assigned to those pupils of a school who take a particular subject should be at least relatively accurate. That is, if the pupils are drawn from several separate classes, there should *not* be a different standard used for each class. As presentation is normally on the Lower Grade, it would be convenient if this were also the standard kept in view by teachers.

Necessity for assessing marks upon a common standard.

Again, it was not always realised that pupils, no matter how far advanced they may be in certain subjects, ought on no account to be presented until they have actually completed a well-balanced course extending over a period of three years. Where a curriculum has been approved in connection with an Intermediate or Higher Grade School, it is regarded as *ipso facto* approved for the Intermediate Certificate also. Schools which are not definitely on a Higher Grade *status* must ultimately submit their Intermediate curricula for consideration. Until next year, however, we are prepared to accept as a provisionally approved curriculum any group of subjects that is in reasonable conformity with the conditions for the Intermediate Certificate as originally laid down in Circular 340. Curricula that fell short of this minimum were regarded as inadequate, and candidates presented upon them had to be rejected.

Pupils should not be presented till they have completed the Course.

Schools not on a Higher Grade *status* must submit Curricula.

Once the approved curriculum has been completed, the pupil's attainments in each branch ought to be such as will allow of his submitting himself to the written tests conducted by the Department in connection with the Leaving Certificate Examination.

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Written tests not decisive as to success or failure.

Success or failure in these is not decisive. But, for some time to come, the written papers must continue to play a part of considerable importance in the scheme. It is, therefore, essential that managers and teachers should be under no misapprehension in regard to them. Circular 389 stated that all candidates for the Intermediate Certificate "must be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination." Very few schools had grasped the full significance of that injunction. Furthermore, presentation must be simultaneous. That is, a candidate must take all the papers in the year in which he is presented, and where the tests set are practical, he must also be put forward for the practical examination. Isolated successes gained in previous years should be disregarded in filling up the Schedule.

Regulations not fully understood.

Pupils should not be presented in isolated subjects.

Indeed, at the stage of evolution which has now been attained, there ought to be no isolated successes to tempt misunderstanding. So far at least as the Lower Grade is concerned, no school of either Intermediate or Secondary standing ought to permit any pupil to sit for single subjects. The Group Certificate should be the aim of all. If this advice be followed, many of the difficulties that now beset headmasters will solve themselves, and at the same time the anomaly of presenting candidates on the Higher Grade for the Intermediate Certificate will automatically disappear. Our general regulations are being gradually modified to facilitate so desirable a change in policy on the part of the schools. Thus we have already discontinued the practice of issuing "documents" in attestation of Lower Grade Passes in single subjects. Where it is desired to utilize any success of the kind indicated, in order to secure exemption from some other examination, the Department communicates direct with the examining body concerned, on receipt of an application from the candidate. "Documents" are still granted in attestation of Higher Grade Passes, but from these the distinction between Lower and Higher has naturally disappeared. Nor do pupils who gain a Group Certificate receive any separate "documents" at all. In a word, the process of transformation from single subjects to group is going steadily forward. It should receive a strong impetus from an assimilation of the ages at which presentation for each is permitted. This we propose to effect by slightly raising the limit in the one case and slightly lowering it in the other. No pupil will henceforward be admitted to the Leaving Certificate Examination unless he be at least 15 years of age on the first day of January next following the date at which it is desired to present him. And the age qualification for the Intermediate Certificate will be identical.

The Group Certificate should be aimed at.

Certificates of pass in Lower Grade no longer issued.

Alteration in age limit for presentation.

Coming now to actual results, I find that the total number of Intermediate Certificates awarded under the new conditions is this year 1,750. In comparing this with the corresponding figure for last year, it must of course be borne in mind that hitherto no candidates have been presented for the Intermediate Certificate unless there was a reasonable belief that they were

Number of Intermediate Certificates awarded.

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on the point of leaving school. Now, however, we ask that all pupils who have reached the conclusion of the Intermediate stage, shall be presented for the Certificate, irrespective of whether they are to remain at school or no. The Intermediate Certificate thus becomes the natural passport which secures admission to the various specialized courses whose institution has been sanctioned in previous years.

Specialized Courses.

Regarding these specialized courses there is not much new to remark. The number of schools at which they are recognised remains the same. But there is a distinct increase in the number of candidates. Thirteen boys were presented for the Technical Certificate, and seven of these were successful in securing it. For the "Special Group" Certificate seven candidates appeared, and all except one made good their claim. The results in connection with the Commercial Certificate were much less satisfactory. Of eleven candidates, drawn from three schools, no fewer than ten failed to satisfy the conditions proposed by the Managers and approved by the Department. It is clear that the whole question of Commercial Education has been as yet but imperfectly threshed out by those most deeply interested. I am hopeful, however, that some definite conclusions may be reached in the near future. We are in communication with the Committees of whose formation I spoke a year ago. A year hence I may be able to say more.

Technical and other Group Certificates.

Unsatisfactory results in connection with Commercial Certificates.

Army Certificates.

A noteworthy addition to the class of Specialized Certificates is one which was instituted in the spring for the benefit of intending candidates for the Army. With the full concurrence of the Army Council, the Department now issues Army Certificates which confer upon their holders the right of exemption from the "qualifying examination" conducted by the Army Qualifying Board. Applicants must be pupils of approved schools and must be not less than 17 years of age. They must (a) have qualified for the award of the Intermediate Certificate in terms of Circular 389, and (b) have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to a definitely planned curriculum previously submitted to and approved by the Department. They are not subjected to further examination by us. Instead, we accept the verdict of the teachers, subject to a right of revision by our visiting Inspectors, and subject also to a formal expression of opinion by the headmaster as to the general fitness of the candidate for service as an officer. We have already approved five schools, whose names will be found in the Army List. Correspondence with reference to three others is now proceeding.

Conditions to be fulfilled.

Award of Intermediate Certificates in terms of Circular 340.

During the period of transition we still award Intermediate Certificates, in terms of Circular 340, to candidates whom the school authorities cannot conveniently present under the new conditions. On the present occasion the total number of Intermediate Certificates thus issued was 300. A considerable proportion of these were gained by pupils who had been put forward for the Leaving Certificate (University Group), but had

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failed to attain the full measure of success. The last mentioned Certificate remains as originally described in Circular 340. It was this year granted to 584 pupils, a most gratifying increase upon the highest total yet attained. I trust that before long matters may be ripe for development here too. We have already informed Managers that we ultimately contemplate requiring that no pupil shall enter on a course of study for the Leaving Certificate, in any form, unless he has previously proved his fitness for such study by gaining the Intermediate Certificate as a passport. It, therefore, behoves those Secondary Schools whose Intermediate Curriculum has not yet been definitely approved, to take the question into immediate consideration.

The possession of the Intermediate Certificate will ultimately be required in pupils entering Leaving Certificate Course.

Honours papers to be discontinued after 1907.

One very important modification has still to be referred to. It is a step which has not been resolved upon without the fullest deliberation. For several years it has annually been a matter of serious consideration whether the Department were justified in continuing to set papers of an Honours Grade in the various subjects. However useful a purpose these papers may have served in the earlier stages of the Examination, and however valuable they may have proved as a stimulus to advanced work in a few schools of a highly specialized type, there can be no doubt as to the dangers that they now involve. The very existence of such exceptional provision for individual pupils is apt to foster ambitions that are unjustifiable and to lead to overpressure. Besides, the nearer we get to a properly articulated scheme of Leaving Examinations, the less room is there for anything of the sort. The growing importance of the group system renders the abolition of the Honours Grade practically inevitable. In 1908 and future years no Honours papers will be set. This does not mean that we desire the level of the best work to fall. On the contrary, we are anxious that it should be fully maintained. But we would wish it maintained on healthier conditions than subsist at present. The business of the Department, as I conceive it, is to guarantee that pupils who leave a Secondary School with the official stamp of approval have gone through a sound course of general education, and have reached a certain minimum of attainment in the essential elements of that course. Our main concern is thus with the average requirement that can be judiciously exacted. For what lies beyond, the hands of the teachers should be free. But there is one point that those who have the framing of secondary curricula should bear in mind. The advance our Secondary Schools have made in recent years has been a good deal more rapid than is sometimes realised. If there is to be further progress in individual subjects, the pupils must be protected by a limitation. There must be an ever increasing degree of concentration in the highest classes.

Reports of Inspectors.

With respect to the actual work done during the past year, we have received a more than usually complete series of reports from the Inspectors who have visited the different schools,

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These reports, combined with the observations made in connection with the Leaving Certificate Examination by the various revisers and others, provide material for notes on several points of interest. But before I enter on the customary review, I should like to make acknowledgment of the cordiality with which the Secondary Schools generally have welcomed the more fully developed system of inspection which was inaugurated a year ago. The change has helped to banish the still lingering notion of a formal parade to be made on a set day, and it has at the same time been useful in promoting the growth of a truer conception of the Inspector's function. Its results have been almost entirely satisfactory. The one danger we have to guard against is undue interruption of school routine. This possibility is engaging serious attention.

To come now to the more important of the individual subjects of study.

English.

Progress being made.

If it cannot be said that the complex problems presented by the teaching of English have been satisfactorily solved in our schools, progress in the right direction is certainly being made. Several of our Inspectors report that there is a marked tendency towards a more liberal treatment of the subject. The schemes of work, too, indicate a distinct advance. Repetition is being more constantly practised, although neither the selection of passages nor the mode of delivery is yet as good as could be desired. More extensive courses of Reading, including Home-Reading, are being undertaken, and there is more evidence of a systematic endeavour to map out the curriculum in such a manner as to secure gradual progression, variety, and coherence in the study of the subject as a whole. This latter point I regard as of fundamental importance. Complaints are sometimes heard that the time available for English is inadequate. This is not the defect that has chiefly impressed our Inspectors. What they feel is that the time already allotted to it might be better distributed. The plan of instruction should cover the whole of the years of the curriculum, and the work of the successive years should be so correlated that the best cumulative result is obtained.

Qualifications of teachers.

The new Regulations provide for the recognition of teachers as specially qualified for work in English. With the advent of such teachers development may be confidently looked for, and there are other subjects, hitherto classed with English, which the new Regulations are bound to influence powerfully. History and Geography have long been regarded as mere appanages of English proper. There is, no doubt, an intimate connection

History and Geography.

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between English and History on the one hand, and between History and Geography on the other. The due co-ordination of the three must always form a prominent feature of every well-ordered scheme. Equally, however, must their independence be realised, if they are to be adequately taught. English, viewed under the aspect of language-study, has but little affinity with Geography as linked to Practical Science. I trust it will not be long until at least our larger Secondary Schools are in a position to command the services of an approved expert in each of the three branches.

Possibly the custom of combining History and Geography with English in the papers set at the Leaving Certificate Examination has tended to perpetuate the current view of their relation to one another. The combination has up till now been inevitable. With the disappearance of the Honours papers, and the resulting simplification of the Time Table it will become possible to inaugurate a change. In 1908 we propose to divide the present Higher Grade English paper into three parts. English proper will be dealt with in a paper two hours in length. History and Geography will have papers of one hour each. For the securing of a pass in "English," as an isolated subject, some measure of success in all three must, in the meantime at any rate, continue to be indispensable. No corresponding modification will be made in the Lower Grade paper. The burden of written papers at that stage is already sufficiently heavy. I hope that by and by we may be able to lighten it.

Modifications in English paper at Leaving Certificate Examination.

Reports of Revisers.

I have received from those who have this year assisted in the revision of the English papers a set of particularly valuable reports. It is pleasant to find, in those referring to the Lower Grade, a general consensus of opinion to the effect that this year's answers actually indicate an advance, and an advance in the most profitable direction. There is testimony to an improvement in Composition: expression is growing more natural and arrangement more orderly. Penmanship is very satisfactory on the whole, the offenders (such as they are) being generally boys; and though punctuation is indubitably careless, there is not much to complain of in the way of spelling and grammar. This is something. But more important still is the improvement in literature—by which I mean, not text-book knowledge, but genuine first-hand acquaintance with writers like Scott and Dickens, or even with Shakespeare. As for the Paraphrase, what is wanted is a clearer conception of the real function of that exercise. Paraphrasing ought to be regarded as part of the process of interpretation. As a test, it should serve simply to show whether the pupil has apprehended the meaning of the passage. But in our Scottish Schools the habit of word for word paraphrasing is very deep-rooted. This year's results, though not good in themselves, show at least that it is not ineradicable.

Advance in Lower Grade.

Alike in Lower and in Higher Grade English certain of the questions set this year were something of a new departure. It is gratifying to learn that, on the whole, they have been a success.

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In the Higher Grade those that touched upon literature formed by common consent the most crucial part of the paper. It cannot be said that the answers were satisfactory. They showed clearly that in many schools the literary side of the teaching is undoubtedly very weak. Even the knowledge of literary history incidentally revealed was often vague and chaotic. It is to be feared that there are not a few teachers of the subject who have a very imperfect realisation of the ends at which they ought to aim. To them I would commend the weighty observation of one of our most experienced revisers:

Weakness in the literary side of the Teaching.

"There are three points which clearly need to be emphasised in the teaching of literature,—a general knowledge, accurate as far as it goes, however little way it may go, of the great names and movements of English Literature; a feeling for beauty in language and in rhythm; and some sense of what Matthew Arnold used to call 'architectonics,' the operation of the intelligence in works of creative imagination. None of these things, in simple guise, is beyond the capacity of boys and girls of 17. Without them I do not know what the teaching of literature means."

As to the general character of the work done by Higher Grade candidates, there is some difference of opinion. But the resultant impression is that the work is above the average of recent years. Though the number of passes is probably, and the number of really excellent performances certainly, no greater, there seems to have been a general levelling up, and few of the papers are altogether destitute of merit. All the revisers agree that penmanship and spelling are very satisfactory, and that formal errors in grammar are rare. The essays, too, show a growing power of natural expression, a welcome abatement in the use of fine writing, and more attention to the arrangement of matter. There are still, however, many traces of sentimentality, of literality, and of poverty of imagination. Nor is evidence lacking that here and there the teaching of Composition has been reduced to the mechanic art of getting up a farrago of commonplaces, some of which can be reproduced whatever theme an examiner may select.

Work of Higher Grade candidates above average of recent years.

Probably the most unsatisfactory answers of all were those given to the questions whose subject matter was most nearly allied to formal grammar. It is plain that the study of English in its vocabulary and idiom is still very far from the precision that has been attained in the study of the classical languages. Drill in analysis and parsing is conscientiously done. But these exercises are too often regarded as ends in themselves, whereas they should be purely ancillary. Like paraphrasing, they should serve merely as aids in the cultivation of correct understanding. Taught, as they often are, dogmatically and without regard to historical grammar, they have a numbing effect on the linguistic sense of the pupils. Let me quote some interesting remarks on this point by the Chief Examiner:

Weaknesses in the study of English.

"Anything archaic in speech or syntax, however common in classic authors, seems to baffle the candidates; and this, like some other weaknesses, I attribute to their unfamiliarity with literature. The examination helps to form the speech of a people. Clearness, logic, and exact modern usage seem to be well taught The danger lies in the other direction; the best English speech has always preserved a freedom and

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elasticity which the grammar lesson is apt to impair, and which can be learnt only from the reading of the best authors, or from conversation with the best speakers. With the progress of popular education a kind of miasma of pedantry is creeping over England and Scotland. There is no practical cure for this save in literature. In our schools the subjunctive is moribund or dead. But it lives in good writing, and will be revived by the study of good writing. And so also with other forms which are killed by the unintelligent and dogmatic teaching of logical grammar. 'This House to let' is good English. It is being driven out by 'This House to be let,' which is pedantic, bad English."

HISTORY.

The questions set in History at the Leaving Certificate Examination were this year purposely made to cover a somewhat wider sweep of ground than has been usual in the past. Candidates were given an opportunity of displaying their familiarity with outstanding events of Scottish History, and also of showing how far they were acquainted with the leading incidents and the general drift of some of the great movements that have made Europe what we find it to-day. These questions have brought out in clear relief a very significant result. History as studied in Scottish Schools is practically English History from 1066 to 1815. Within these limits there is sound teaching of the facts and some appreciation of the picturesque side of the past, although in the Higher Grade one might not unreasonably look for greater power of generalization and of realizing causal connection, and for a more genuine interest in the economic and constitutional aspects of the subject.

Neglect of Scottish History.

The lack of comprehensive grasp and the apparently entire neglect of Scottish history are, however, grave defects. As to the existence of these weaknesses, there can be no manner of doubt. I have been much impressed with the remarks made upon the latter point by one of our most trusted advisers, himself an Englishman:

"I must once again animadvert on what I cannot but regard as the most discreditable ignorance of Scots History universally shown by the candidates. The parrot-like use of the word 'Britain' seems to me to have done much more harm than good from the point of view of Scotsmen who take a pride in their separate history. Because we must be careful to talk of the British at Waterloo and Inkerman, the children make a point of talking of the 'British' victories at Crecy or Agincourt, and take satisfaction in the idea that William of Normandy conquered 'Britain.' The essays on the Stuarts revealed blank ignorance of Scots History before the union of the crowns. To most candidates James VI. was as devoid of parents as Melchisedek. . . Whatever may be said in general about 'particularism,' it is surely worthy of note that Scots children, whose work gives ample evidence of Scottish idiosyncrasies and even prejudices, are totally uninstructed in the history of Scotland. I do not know what text books are in general use, but I am quite sure that they were written entirely for the benefit of English children, and I am also sure that the teachers of the candidates whose work I have seen are either unable, or think it unnecessary, to supplement the contents of those books by telling their pupils anything about the history of Scotland."

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It will be within the recollection of Your Lordships that the Convention of Royal Burghs recently drew the attention of the Department to the prevalence of unsatisfactory notions regarding the history of Scotland, and suggested that it is in the schools, or rather in the school-books, that the root of the evil is to be found. The matter was in due course brought under the notice of His Majesty's Inspectors, who were instructed to institute careful enquiry. As a result, we have already received several useful reports. The general trend of these is to confirm the evidence of the written papers, and to show that the whole question merits the thoughtful consideration of Managers. In the circumstances it may not be amiss to point out where the real solution lies. What is wanted—and wanted elsewhere than in Scotland—is that the history of our country should be studied, not from an English or a Scottish or an Irish, but from a truly British point of view. The pupils should be taught to have regard to the development of these islands as a whole. This is the essential. Over and above, however, for Scottish children, such work should be supplemented by some more detailed information about Scotland; and for the older pupils the lines might well broaden out gradually into a general view of the great movements of European, if not of Universal, history.

Geography.

Weaknesses in teaching of Geography

It becomes increasingly evident that, as I hinted last year, Geography is still very far from becoming the educative subject which it is capable of being made. In most schools it seems to be conscientiously taught so far as bare facts are concerned. But better organisation of the course is wanted almost everywhere, and practical instruction is virtually unknown. The specially qualified teacher is urgently called for. That is the impression formed by the visiting Inspectors, and it is fully borne out by the evidence of the written papers. Questions demanding generalizing power were left untouched. Isolated details were baldly stated, and there was little attempt at discussion. Physical or realistic geography, which is nothing but an extension of Nature-study, obviously requires to be encouraged. It may be anticipated that the institution of a separate Geography paper in the Higher Grade will afford an opportunity for this. But it hardly needs to be added that at first we shall proceed very tentatively.

Classics.

Marked advance in some points.

A year ago I dwelt at some length upon the impressions which the answers to the papers set in Latin and Greek at the Leaving Certificate Examination had produced on those who lent us their assistance in the work of revision. This year the staff of examiners is practically identical. It is interesting to note that, on the whole, they are able to testify to a substantial body of sound achievement, to a marked advance in some points, and

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even to a certain measure of real distinction. But the proportion of unintelligent and unsatisfactory work is still disappointingly large. It is much larger, relatively, in Latin than in Greek, and much larger in Lower Grade than in Higher,—a circumstance which suggests that it is not the teaching that is mainly at fault. Tradition still forces into the Latin classes a considerable number of boys and girls who would derive more lasting profit from an easier or, at all events, from a different subject. From this point of view the continued popularity of the language is not entirely matter for congratulation. Managers and parents have yet to realise that, if Greek is for the few, even Latin is hardly for the many. On the other hand—and this is but a particular application of a principle to which I have already referred—those pupils who are gifted with a genuine aptitude for classical studies ought to be at liberty, during the last three or four years of their school life, to devote much more time to ancient languages than is usually possible at present. Not until that principle is more widely accepted will the general level of classical learning in Scotland be appreciably raised.

Too many embark on Classical Study.

And time allowed at higher stages is inadequate.

I may mention a few points that emerge from the reports presented by the visiting Inspectors. It is gratifying to note that there is general agreement regarding the high average of qualifications possessed by Classical teachers in Secondary Schools. Formerly there was a vague belief that a limited range of knowledge was sufficient to justify a man's being entrusted with the care of a class of beginners. That dangerous heresy is rapidly disappearing. It is becoming more and more generally understood that scholarship must begin at the beginning. And it seems certain that an effort after better methods is discernible almost everywhere. But a great deal remains to be done Grammar is still too generally taught as an end in itself, and, in Greek at least, old-fashioned grammatical text-books have not quite lost their vogue. Quantities are receiving much more watchful attention, with the natural result that scansion, as tested by the written papers, is gradually becoming less unsatisfactory. But the necessity for a uniform system of pronunciation is not yet universally admitted. Repetition is practised with greater regularity. It is still, however, too frequently regarded as something outside of the ordinary work—a display for special occasions. As a matter of fact, it is intimately connected with the intelligent reading of the ordinary text, and is only one phase of the training of the ear—an aspect of linguistic study which is very imperfectly understood. The most serious blemish continues to be the neglect of *Realien*, the lack of a proper background of history and antiquities. The teachers are no doubt sorely tempted to err in this way. But they would probably find it better, even from a strictly utilitarian point of view, to do more to interest their pupils in the life and literature of Greece and Rome. Here again, however, the real remedy will be found in a frank recognition of the necessity for concentration, if Greek and Latin are to get their due.

Qualifications of Teachers.

Better methods being employed.

Improvement still required.

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FRENCH.

Marked progress.

According to the unanimous testimony of the visiting Inspectors, there is no subject which has made greater progress in recent years than French. It gains in popularity every day. Nor is this matter for surprise. The study is attractive and educative in itself, and is at the same time closely connected with the social and political tendencies of the moment. The outlook for the future is therefore bright. The standard of qualification among the teachers is steadily rising, and there has been a genuine stirring of the waters in regard to method. Much, however, has still to be achieved. Some of the teachers, for instance, are not sufficiently familiar with spoken French to make a right use of oral Composition. And there are others who, though possessed of considerable fluency, lack the training that a discipline in exact scholarship alone can give. Again, the newer ideas have hardly had time to bear full fruit. In some cases it is impossible to apply them properly owing to the unwieldy size of the classes.

Qualification of Teachers.

Need for thorough work on part of Teachers.

It would appear that teachers still need a great deal of help towards understanding the real aim of modern ways of treating foreign languages. Many do not yet realise that, if success is to be attained, the use of the "direct" method must be whole-hearted, energetic, and thorough-going. There must be no slovenliness, no countenancing the idea that the precise ending a speaker gives to a word is not a matter of any particular moment. Neglect to guard against this danger inevitably brings the method itself into discredit. As soon as the pupils put pen to paper, the defect betrays itself in false concords, in wrong genders and in gross syntactical blunders. Yet these are the very things that, properly applied, the direct method is so well calculated to banish from the schools.

Composition

Several Inspectors report that, in their opinion, formal composition is overdone. It has, of course, a place of its own in every properly organised scheme of language study. At present, however, there would seem to be too much attempted in this direction, and too little attention paid to "imitative" composition, —that is, composition based on material with which the pupils are already familiar. Re-translation, for instance, is almost unknown as a systematic exercise. I am glad to believe that the amount of literature read is increasing. This appears from a glance at the list of books submitted to us annually in connection with the presentation of individual candidates at the Leaving Certificate Examination. But even more time might very profitably be devoted to what must always be a most important side of linguistic study.

Range of Reading.

Improvement in pronunciation.

Pronunciation continues to improve. In this connection I would like again to refer to the arrangements for an interchange of student-teachers between France and Scotland. The system is developing rapidly along satisfactory lines. During the past session 18 young Scottish teachers were sent to gain experience

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Interchange of student teachers between France and Scotland.

in the schools of France, abundant leisure being allowed them to improve their own knowledge of the foreign language. In the same way 7 young French teachers were received in Scottish schools, and the enlightened policy of those Managers who lent their assistance in the matter has, so far as I can learn, been amply justified. Our Inspectors speak very highly of the useful service which these young Frenchmen and Frenchwomen have proved capable of rendering.

French in a state of transition.

Generally it may be said that in regard to French we are in a stage of transition. The leaven of improved methods is steadily working, but its effects can hardly be expected to make themselves fully felt for a year or two to come. The written papers furnish clear proof of this in more than one respect. It will, therefore, be of interest, if I again quote some portions of the Chief Examiner's annual report:

LOWER GRADE.

Continued improvement.

"It is gratifying to be able to report that the progress recorded last year has been maintained and that in part of the work there has been a still further advance. Even those revisers whose strictures are most severe allow that the vocabulary of pupils has been extended and that greater facility is shown in composing and stringing together simple French sentences.

Free Composition.

"The reproduction in French of a story read out in English was, on the whole, a most creditable performance. This year a fable already familiar to most was set. It was almost impossible to miss the main points or confuse, as not a few careless or witless pupils did, the parts of cat and mice. The questions to be answered in French were a new form of test which served excellently to discriminate good and bad teaching. Failure was largely due to not attending to the question. Instead of the 'few lines' required, candidates wrote either a few words, or, mostly in the case of girls' schools, a few pages. It is not creditable that at least 10 per cent. of the candidates should have mistaken *Samedi* for Sunday.

Needs supplementing

"It is clear to me from the Compositions done on question 1, and still more from the failure to turn the short sentences in question 4, that Free Composition needs to be supplemented by some form of syntax drill. It is easy to write French up to a certain point and evade most of the difficulties of the compound sentence. To give a particular instance which this year's paper happened to bring into prominence, it was the rarest exception to find a candidate who could tackle 'we should eat only,' 'we should be much obliged,' 'if he would take,' 'it is time he should know.' It was evident that attention had not been directed to the difference between 'should' as an auxiliary and a notional verb and to the corresponding French idioms.

Translation from French.

"The average of marks gained for translation into English has certainly risen, but the number obtaining anything approaching full marks continues to be lamentably small. There is still a general complaint among revisers of a 'serious absence of brightness and polish,' and the inference I draw is that the reading of French is not nearly extensive enough. There is no reason why under the New Method the Reader should not form the basis of instruction, and the reading should certainly include some poetry.

HIGHER GRADE.

No advance on last year.

"It is disappointing once more to report that in the Higher Grade there has been no progress, and in the opinion of two of the revisers a distinct retrogression. This adverse criticism is tempered by the testimony of the majority of the revisers to the high standard in French narrative. What

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was stated last year is no longer the case; in the free Composition there is, this year, a marked superiority over the work of Lower Grade candidates. At the same time it must be acknowledged that in the narrative the French was better than the matter. To compose a story on a given theme under pressure of time is a task in which most grown-up people would egregiously fail, and little in the way of originality or invention can be expected from boys and girls at school. Yet, after due allowance has been made, I cannot but conclude from the disjointed and wholly inartistic stories that I examined that this most useful form of Composition is neglected in the earlier stages. The performance of French boys and girls would have been vastly superior. The fault lies rather with the English than with the French teaching. Free Composition.

"A warning must be given against cramming for this part of the examination. One reviser reports that stories learnt by heart were freely introduced, and that he constantly found 'a correct sentence (generally unnaturally so) sandwiched between sentences full of faults and blunders.' Cramming.

"'Mediocre' is a summary but fair verdict on the set composition. The complete failures were comparatively few, but equally few were the candidates who gained two-thirds of full marks. Syntax was very weak. Such common constructions as 'I might have spared you,' 'he has been an hour in the house,' 'this is the most joyful hour he has ever given us,' 'we are anxious you should come,' should certainly not puzzle any intelligent pupil, but they did puzzle on an average three out of four. The explanation, I take it, is that although French syntax is quite as complicated and difficult as Latin syntax, this fact is hardly yet realised by headmasters, and the same results are expected in French as in Latin, to be produced in half the time. Translation into French. French Syntax.

"The prose passage of French set this year was easier than usual and most obtained on it three-fourths of full marks. An extraordinary number of candidates, however, mistook *sol* for *soleil* twice over, and wrote in consequence utter nonsense. The verse on the other hand was distinctly harder, and was not well done. It is worth noting that few had heard the name of Seneca. Translation from French.

Honours.

"In Honours there were fewer presentations than last year, but the proportion of passes is about the same. Good Progress.

"The Free Composition has greatly improved, but in the Set Composition there is little if any advance. Composition.

"Good candidates who gained 60 to 70 per cent. of full marks on the former only secured from 20 to 35 per cent. on the latter. I would suggest as a useful exercise for advanced pupils to translate striking passages from the book they are reading, and, after their versions have been carefully corrected by the teacher, to re-translate them after an interval, compare them with the original, and finally learn the text by heart or master it sufficiently to be able to repeat it with their own version before them. This is the good old Ascham method which has quite gone out of fashion, but of this I am convinced that it is only by constant imitation that the art of French Composition can be acquired. The essays, as a rule, were too long and too rhetorical. More simplicity and less effort to be idiomatical are the qualities to be aimed at. A suggestion.

"The translations into English were about on the same level as last year, but there was some improvement in the rendering of poetry. Translation of French.

"In the annotations of the extract from Corneille there was some advance on last year's work—somewhat less of wholly superfluous grammatical notes—but very few detected and still fewer illustrated the real difficulties and archaisms. For pupils many of whom are themselves preparing to become teachers such an exercise is most profitable, and it forms part of every teaching diploma in France." Explanatory Notes.

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GERMAN.

Position of German in Scottish Schools.

One regrets to find that in a large number of schools, perhaps indeed in the majority, German stands on a somewhat precarious and uncertain footing. In almost all cases the number of pupils studying the language is small, and too often the time devoted to it is inadequate. I may repeat the hope I expressed last year to the effect that this eclipse is only temporary. A great many of the teachers are well qualified, both by University study and by residence abroad, to handle the subject effectively. In some of the smaller schools, however, part of the work has had to be relegated to instructors who can hardly be regarded as thoroughly competent, and who are often unable to make successful use of the more modern methods of teaching. It is unfortunate that the pupils who suffer most in this respect are beginners. The laying of a sound foundation is of capital importance.

Improved methods.

Here, as in French, oral methods are making decided headway. It is, however, but too clear that the principles essential to their successful application have not yet been thoroughly assimilated. Oral drill is not systematic enough, or else it passes to the opposite extreme and becomes stereotyped within the limits of a few stock questions and answers. And there should be more repetition. Pronunciation touches a fairly high level in some schools. But it is not yet grappled with on scientific principles, as it ought to be at the very outset. The new sounds cannot all be learned by imitation alone, and teachers would find that in German, as in all other languages, even the most elementary knowledge of phonetics could be turned to excellent account. As is only natural where the time is unduly limited, the range of continuous reading overtaken is seldom sufficiently wide.

This year the style of questions set in the written papers was slightly modified so as to bring the test more nearly into line with the methods of teaching that are now becoming popular in the schools. The report which the Chief Examiner makes on the result is decidedly interesting:—

Chief features of this year's Examination.

"The chief feature of this year's examination was the absence of separate grammar questions from the papers set. Whilst in previous years a gradual reduction had already taken place in this respect, this year the grammatical knowledge of the candidates was tested solely by means of translations of connected passages and detached sentences and by free composition. As a result of this elimination of specific grammar questions, the papers were rather shorter than in former years, thus giving the candidates somewhat more time for carefully considering and revising their work; and a certain improvement on the average results of the last few years might thus reasonably have been expected. Nor have these expectations been entirely disappointed. Generally speaking, there did not seem to be the same percentage of absolute failures as in former years, nor did one meet so frequently with translations betraying a complete misunderstanding of the original passages; further, comparatively few papers were left unfinished On the whole, the results obtained in the Lower and Higher grades were distinctly encouraging, being, indeed, such as might make one look forward to a time when German will take its full share in the mental training afforded in Scottish Schools.

Results encouraging.

"While the formal side of grammar was less markedly accentuated in this year's papers, it should be clearly understood that the Department does not

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thereby countenance any relaxation on the part of teachers in the systematic grammatical and syntactic drill of their pupils. At all stages, not excepting the Honours Grade, there still is much room for improvement in the knowledge of the ordinary forms of accidence and the most elementary rules of syntax. Only it is not by the mere getting up by heart of grammatical paradigms and lists of irregular formations, or of rules of syntax, but only by the actual use of such forms, and the systematic practical application of such rules that a more accurate and more intimate knowledge of the living language is to be obtained. The German script was used by all but a very few candidates, and in most cases in a perfectly satisfactory way."

Room for improvement in certain respects.

German Script.

I may add a sentence with regard to the scheme for an exchange of student-teachers between Scotland and Prussia. In the circumstances already explained, one could hardly look for so marked a degree of success as has attended the corresponding arrangement with France. But a beginning has been made. The Prussian Government is most cordially sympathetic. And the system will undoubtedly develop when the popularity of German in our schools is re-established. At present the arrangement with Prussia provides for men teachers only. A proposal made by the Department that it should be extended so as to include women has been very favourably received, and negotiations on the subject are proceeding.

Exchange of student-teachers between Scotland and Prussia.

SPANISH.

There are some signs that Spanish is likely to receive increasing attention in our Schools. But as yet the semblance of a beginning is all that has been made. It is of course only in the great commercial centres that we could expect the language to be taken up. Even there, however, its growing importance from a business point of view is but faintly realized. This year a larger number of candidates presented themselves at the Leaving Certificate Examination. But the work cannot be said to have been satisfactory. As a rule the translation into English was careless and showed ignorance of many ordinary Spanish words and phrases, and the composition, though not lacking in idiomatic expression, was disfigured by many grammatical mistakes. The same may be said of the reproduction in Spanish of the short story read aloud. The simple idiomatic English sentences were not rendered correctly into Spanish by any of the candidates. In a word, the treatment of the subject is not yet sufficiently serious.

Signs of increasing attention.

But work not satisfactory.

GAELIC.

Your Lordships will recollect that last year was the first occasion on which Gaelic made its appearance in connection with the Leaving Certificate Examination. The result of the experiment was very gratifying. The average mark obtained was surprisingly high, and there was good evidence of wider reading than might have been anticipated. The work, indeed, was of such solid quality that we scarcely ventured to hope that the level would this year be maintained. It is satisfactory to find

Results gratifying.

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that our fears of a falling off have proved groundless. The Chief Examiner writes as follows:—

"The remarks which I ventured to offer regarding the quality of work shown in last year's examination are almost word for word applicable to this year. The papers set on both occasions were of the same character, with the single exception that the Gaelic passage read was this year reproduced in English instead of in Gaelic. The papers were also, as nearly as possible, of equal difficulty. The diction of the Gaelic passage to be turned into English (Question 1) was quite grasped by nearly all the candidates, but the point of one or two idioms was missed by several of them. One could observe, in not a few instances, especially among the younger candidates, that they felt the force of the Gaelic phrase, although they were unable to render it into idiomatic English. The English passage prescribed for translation into Gaelic was in familiar dialogue and was evidently understood and even appreciated by practically all the candidates. But there was considerable variety in the rendering offered. Many of the papers gave what one would be prepared to accept as an accurate translation expressed in literary and idiomatic Gaelic, the few marks deducted being due to more or less defective orthography. Others abounded in localisms which required considerable familiarity with Gaelic dialect to recognise, disguised as they too frequently were by eccentric spelling. As in last year's papers so in this, the Gaelic orthography is the only unsatisfactory feature."

Orthography the only unsatisfactory feature.

The explanation of the relative excellence of the Gaelic papers is probably twofold. The candidates are, as a rule, considerably older than the great majority of candidates presented in other subjects. Only a very small percentage are under sixteen years of age. Again, they are all practically bi-lingual. This is ensured by the stringency of our oral test. And the mental discipline thus implied has helped to develop their intelligence. The Chief Examiner has brought together some interesting statistics as to the distribution of candidates over the Gaelic-speaking area:

Statistics as to distribution of candidates.

"Of the 107 candidates, 50 come from Ross-shire, 8 being from the mainland (7 of whom are from the single parish of Gairloch) and 42 from Lewis. Inverness-shire sends 37 candidates. Of these only 3 are from the mainland. Skye accounts for 18; North Uist for 8; South Uist for 3; Harris for 3; and Barra for 2. Only 12 candidates come from Argyll, of whom the mainland supplies 8, and the islands 4 (3 from Islay and 1 from Tiree). Sutherland sends 8, all from the Western and Northern seaboard. On the Western mainland from Lochinver in Sutherlandshire to Ballachulish and Easdale in Argyll, there is not a single candidate except from the parish of Gairloch. No candidate comes from the following islands, which are all, or chiefly, Gaelic-speaking: Gigha, Jura, Colonsay, Mull, Iona, Coll, Eigg, and Raasay."

MATHEMATICS.

Beneficial effect of modern methods of teaching.

There seems to be no doubt as to the beneficial effect that is being produced upon Mathematical study by the infusion of modern methods into the teaching. One of the most immediate results has been a marked increase in the popularity of the subject. Several Inspectors point out that, whereas it was common a few years ago for girls in Secondary and Intermediate Schools to omit Mathematics entirely from their curriculum, such an irrational proceeding is now the exception. Whether

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the full value of the new aspects of the work has yet been adequately realized, is much less certain. But at least it is a clear gain that the interest of the pupils has been quickened, and that the essential unity of the different branches is becoming more and more generally apprehended. The ultimate educational advantage ought to be great. What has hitherto seemed meaningless to pupils can now be made plain by practical demonstration wherever the practical side of the teaching is properly correlated with theory. It is in the neglect of such correlation that danger lurks. Increased interest shown by pupils.

As regards Arithmetic our Inspectors report that manipulation is usually accurate, although here and there the need exists for stricter insistence upon accuracy of computation. Principles are not always well understood, and in some quarters mechanical methods continue to be employed. On the whole, however, it may be said that greater attention is being paid to securing an intelligent appreciation of the processes involved as well as to insisting on a proper apprehension of those generalisations, the true understanding of which makes easy the transition from Arithmetic to Algebra. One Inspector observes that decimals are not used nearly so freely or so naturally as is desirable. It appears that many pupils still prefer the most unwieldy vulgar fraction to the simplest decimal. This is a very serious weakness. Arithmetic.

In Algebra the attempts to blend the new method with the old are frequently too crude. Some teachers begin the subject in the traditional manner, and do not make use of generalised Arithmetic till near the end of the course. As a matter of fact, ordinary arithmetical notions should be regularly employed from the beginning, and simple problems of an interesting type should be prominent from the outset. Graphical studies are now pursued almost everywhere, and Algebra has benefited materially by the change. But in some schools the introduction of graphs is postponed until too late a period in the pupil's career. They should make their appearance as early as possible. Our Inspectors recommend that the first practice should be upon curves whose direction changes continuously. Abrupt change requires an amount of discussion which it does not always receive, while curves consisting really of a number of isolated points are seldom adequately explained. Algebra.

I learn from the reports that good work has been done in Geometry during the past session, but that the treatment of the subject might often be improved. The sequence chosen is not always well adapted to give due prominence to the two aspects of the study. The teacher should aim at following a logical course in which each inductive proof shall be followed as soon as possible by the deductive. By some of the best teachers this has been done with remarkable success, and in such a way as to show how needless is the fear that Geometry treated practically will lose its value as a means of mental discipline. There might Geometry.

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be ground for that apprehension if practical and experimental work were pushed to an extreme that left no room for logical deduction and if pupils were allowed to leave school unable to carry out geometrical reasoning except with the aid of rule and compasses. But, up to the Lower Grade Stage at least, there is no such risk involved in the use of the newer methods.

The Written Work.

As usual, I append some observations on the written work, in the shape of a brief report drawn up by the gentleman who acted as Chief Examiner in Mathematics. They form a useful supplement to what I have said above, illustrating very aptly many of the criticisms of the visiting Inspectors.

General remarks.

"The general character of the mathematical work continues to be satisfactory, although in some cases it would appear as if the increased time given to graphical work had interfered with the systematic study of geometrical reasoning. As a rule the style is satisfactory, although some candidates lose marks by neglecting the instructions on the covers of the books, which direct that detailed calculations should be given in their proper place as part of the proof to which they belong, and not placed at one side or struck out with the pen. In cases where candidates are directed to answer two out of the five questions, it is found that in certain schools nearly all the candidates answer three or more questions. In future such a practice will lead to loss of marks.

LOWER GRADE.

Geometry and Geometrical Drawing generally satisfactory.

"I.—In this paper, which consisted of questions on Geometry and Geometrical Drawing, the general character of the work was satisfactory. As a rule, the bookwork was well known, and the easier riders were successfully solved. Geometrical constructions were generally well done, but angles were sometimes made with the protractor, when a geometrical construction was asked. Definitions were seldom well given, and in many cases a tendency to loose and unsatisfactory reasoning was shown, assumptions being made without any reference to the propositions by which they are established. As Euclid's order is not now insisted on, it is more than ever necessary that candidates should show clearly on what basis their proofs are founded.

Algebra.

"II.—On the whole the work was satisfactory, showing a grasp of the principles of elementary Algebra, and written with care and neatness. Graphs were generally well constructed, but hardly any of those who tried the thermometer graph gave any reason for assuming it to be a straight line. Weakness was sometimes shown in the arithmetical results, some candidates not being able to extract square roots, or to give an answer correct to a certain degree of approximation. Solutions of quadratic equations by formula still occur in several schools, with, in many cases, very unsatisfactory results. Proofs of identities were seldom logically arranged. In a simultaneous equation, the pairs of values of the roots were seldom properly coupled.

Some weaknesses.

Paper somewhat difficult, but work, as a whole, good.

"III.—This paper proved more difficult than had been anticipated—a circumstance for which due allowance was made in assessing the results. The work was as a whole good, but in many cases the candidates failed to grasp the full meaning of the questions, or neglected to give the answer in the form asked. The necessary explanation of each step was too often omitted, and in some cases the arrangement was confused and even unintelligible. Decimal fractions were often unnecessarily reduced to vulgar forms. The metric system is becoming better understood.

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Higher Grade.

'I.—Great care has been taken to teach the candidates to draw geometrical figures accurately, but the knowledge of geometrical reasoning is not so satisfactory. In many cases candidates, instead of giving the proofs asked, stated that they followed from 'standard theorems.' This was especially the case in answering questions on the concurrence of straight lines. In some cases it appeared as if the very accuracy of the figures had caused the candidate to overlook the necessity for geometrical proof as apart from verification by drawing. Figures accurate, but reasoning not so satisfactory.

"II.—The work showed signs of careful preparation, and was as a rule of satisfactory merit. The bookwork, however, was frequently less well done than the examples. The question on graphs was generally well answered. In the question on mensuration, errors were often due to forgetting that solids have three dimensions, or to ignorance of the expression for the volume of a sphere. In simplification, errors were often due to omission to collect like terms and simplify the expression as far as possible at each step. The style was generally neat and orderly. Careful preparation. Some weaknesses.

"III.—A very considerable proportion of the candidates showed a satisfactory knowledge of elementary trigonometry, indicating that the instruction is in general sound and intelligent. The work was as a whole neatly written, and illustrated by satisfactory diagrams. Weakness was often shown in answers to questions on bookwork, owing to a deficiency in clear explanation and in the definition of the symbols employed. The graphical work had also various defects. Verification diagrams were frequently too small and without sufficient explanation. Many candidates failed to observe that a table of tangents is also a table of co-tangents. Where the graph was well drawn, it was often incorrectly read. It should be noticed that angles cannot be read with the protractor nearer than half degrees but that lengths on squared paper may be read to hundredths of an inch. Instruction sound and intelligent. Some defects.

Honours.

"*Geometry.*—Most of the candidates showed by their answers that they had read the work prescribed for the examination, and several schools had evidently taken pains to ascertain that their pupils were fit to be presented; other schools sent in candidates so unfitted that some of them appeared to think that the product of line segments was the same as the sum. The diagrams were in some cases careless, in others very good, and in a few instances unnecessarily elaborate. A common and serious fault was to assume as a previous theorem the main part of the proposition whose proof was asked. Work not uniformly good.

"*Algebra.*—On the whole, very good knowledge of the subject was shown, and the questions were as a rule answered in good style, the reasoning well arranged, and the writing very fair. In some cases, however, the answers were marred by a lack of careful attention to detail. Work very fair.

"*Trigonometry.*—A minority of the candidates showed a good grasp of the subject, obtaining more than half marks. The majority, however, possessed only an elementary knowledge of trigonometry, and showed great weakness in dealing with exponentials and graphs. In many cases candidates who attempted (sometimes successfully) to solve the harder riders, failed altogether in the easier bookwork questions, showing that their reading has been too rapid, and had not been accompanied by sufficient revision of the earlier parts of the subject. There were also candidates who appeared to be wholly out of their depth, and wrote out answers without any logical sequence or any sufficient knowledge of trigonometry, some of them not appearing to have any notion of an angle greater than 180. Some unsatisfactory features.

Additional Subjects.

"*Elements of Dynamics.*—The work was on the whole good and appeared to indicate a general advance in the efficiency of the instruction. A large Work, on the whole, good.

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proportion of the candidates, however, failed to give a clear statement of the parallelogram of forces, and comparatively few made use of the squared paper to draw an accurate diagram of velocities. There was also a frequent lack of exactitude and completeness in the answers in which explanation was required.

Work, as a whole, of fair merit.

"*Geometrical Conics.*—The work was as a whole of fair merit, and several candidates showed a highly creditable knowledge of the subject. When the demonstrations were really understood, they were written out in a complete and lucid manner, but in some cases there was evidence that the meaning of the proposition was only vaguely seen. Vagueness was also a common fault in definitions, and the figures were not so good as in the geometry papers, being frequently out of proportion, and sometimes unintelligible.

Work good.

"*Analytical Geometry.*—A satisfactory knowledge of the principles of the subject was shown, the style was in general careful, and good solutions of the problems were sometimes deduced from carefully drawn figures. The chief defect was the omission to state the geometrical reasons for the analytical steps.

Satisfactory in the majority of cases.

"*Higher Dynamics.*—One or two schools sent up very poorly prepared candidates, but in the majority of cases the work was of satisfactory character as regards attainment, style and accuracy. Some of the papers contained very pleasing results, giving clear indications of careful and interesting lessons. In certain cases, however, the reasoning employed was of a character hardly suited to schoolboys, and as a result looseness was shown both in phrase and thought. Questions in Kinematics and Kinetics were better answered than those on Statics,—in these the explanations were badly expressed, or marred by omissions. In Hydrostatics the principles appeared to be understood, but careless mistakes often occurred."

SCIENCE.

Satisfactory progress.

Experimental Science continues to be developed on sound and well-considered lines. In both Secondary and Intermediate Schools the course at present being followed embraces, as a rule:—(1) Measurements of length, area, and volume; (2) Elements of (*a*) Hydrostatics, (*b*) Heat, and (*c*) Light; (3) Elementary Chemistry. Where more than three hours a week are given to the subject, or where the curriculum includes a fourth year of study, Magnetism and Electricity are usually taken up. Too often, however, these later studies appear to be entered upon with insufficient mathematical knowledge and without the necessary preliminary practical acquaintance with Dynamics upon which they are so largely dependent. The result of this is never satisfactory.

Pupils often insufficiently prepared for later studies.

Correlation between Mathematics and Experimental Science.

A close correlation between Mathematics and Experimental Science is being generally maintained. Some parts of the earlier work in Science, *e.g.*, measurements of length and area, are now commonly dealt with in the Mathematical class-room, so that the necessity for their continuance in the Laboratory is steadily diminishing. Nor is this the only direction in which the time given to Science is really time spent on Mathematics. The calculations which are necessary in connection with the various experiments furnish admirable practice in securing expertness and accuracy in Arithmetic. The opportunity afforded for acquiring familiarity with decimals is a specially conspicuous advantage.

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In a few of the schools an attempt is made to cover rather more ground than the number of hours allotted to the subject would warrant. Fuller experience may be expected to remedy this. Inadequate discussion of experimental exercises is another defect which has to be watched carefully. I may quote from one of our Inspectors a warning which those concerned would do well to lay to heart.

Inadequate discussion of exercises.

"Unless frequent occasions are afforded for conference on class results, divergences, and conclusions, the work is apt to degenerate into a series of more or less isolated operations in which the pupils are found not only lacking in their grasp of the subjects of study, but deficient in their knowledge of the units they are using and in their understanding of the constants they have determined."

It would also be well if, in addition to more frequent discussion of individual experiments, periodical "reviews" of the experimental work were entered in the record books, to be in turn discussed, so that the pupils might acquire a more comprehensive idea of the meaning of series of connected experiments

The laboratories in Secondary and Intermediate Schools are, in most cases, convenient, well-furnished, and reasonably equipped. Taken all over, the teachers are well-qualified. The chief thing lacking is an adequate discipline in experimental work and in the use of instruments. The summer course of instruction at the Glasgow and West of Scotland Technical College was primarily intended to remedy this defect, and it has been exceedingly useful to many.

Provision of laboratories satisfactory in most cases.

The number of pupils presented for passes in Science at the Leaving Certificate Examination again shows an increase. The percentage of successful candidates also rises steadily, and that without any lowering of the minimum standard. Headmasters and teachers are realising more fully their responsibility in the matter of presentation. It is very gratifying to find that in the case of almost exactly one half of the whole number of schools the Examiners were able to accept the teacher's list without any modification whatever. In a further large proportion only one or two pupils who had been considered doubtful by the teachers were rejected. Regarding the character of the work the Chief Examiner reports that he has nothing new to say. Progress is steady, though slow. Practical work is generally better than theoretical, pointing to the need of more frequent discussion. A very large number of candidates for the Intermediate Certificate were put forward for "approval" in Science. In the great majority of cases they were accepted

Increase in number of presentations.

Result gratifying

DRAWING.

With respect to the advance in Drawing several of our Inspectors report in terms that border on enthusiasm. It is beyond doubt that the general quality of the work is steadily improving all over Scotland, and the subject is being regarded by Managers and by others with increasing favour which has formerly

Marked advance.

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inclined to treat it with indifference, shows how thoroughly its educational side is being developed. Old-fashioned methods are rapidly becoming obsolete. Interest in the work is growing, and the pupils show a better appreciation of the form, texture, light and shade, and colour of the things they study. The wisdom of giving full freedom to the teachers has been amply vindicated. We must be careful lest they forge themselves fresh chains.

Old-fashioned methods dying out.

Results very satisfactory. Report by Chief Examiner.

The results of the Leaving Certificate Examination have been very satisfactory, as will be evident from the Chief Examiner's report. It touches on so many points of interest that it seems desirable to print it *in extenso*:

Increase in number of schools presenting candidates.

"The number of schools presenting candidates in Drawing, as well as the total number of candidates actually presented, again shows a considerable increase over the corresponding figures for the previous year. The work all over gives the impression of a steady advance both in intention and execution. The teachers, too, are rising to a better sense of their responsibility in the selection of candidates, although in some cases there is still a tendency to throw on the Examiners the onus of rejecting even obviously weak candidates. This tendency, however, is fast disappearing in the light of a better understanding of the nature and purpose of the examination.

Steady advance.

Increased percentage of passes.

"In support of this, it is highly gratifying to record a greatly increased percentage of successes in the examination this year. Although other causes may have had their influence, this increase is no doubt mainly due to the general improvement in the work and to the more careful selection of candidates by the teachers.

Development of Drawing Instruction.

"The conception of Drawing, especially in the better-equipped schools, has broadened considerably, but even in smaller schools where the opportunities are much less favourable, a welcome improvement in this direction is noticeable. Teachers and scholars alike are no longer content with a mere outline representation, or an outline drawing lightly shaded, formerly the main objectives in many schools, but are impelled to seek the greater truth through a rendering in full tone or tone and colour in relation to environment. In schools where the drawing instruction is not in the hands of a specially trained art master, this is no doubt somewhat difficult to attain, but in quite a number of cases the examination in drawing for Leaving Certificates has been the means of showing the way.

Object Drawing.

"The largely increased use of backgrounds for single objects and groups, and for flower studies as well, has been of much service in bringing about a greater faithfulness in the representation of objects both natural and fashioned. The selection and grouping of objects for representation show a marked improvement this year. Objects better in form and colour are finding their way into the schools, there is less incongruous grouping of the subjects of study, and harmony in the colour schemes is being sought for. In a number of cases, however, the value of this is hardly sufficiently recognised.

"Tone and colour studies of windows, doorways, roofs, parts of classrooms, corridors, and staircases, and other interior and exterior studies, are being included in the work of a number of schools with great advantage. An increase in this type of representational work would be welcome.

Nature Drawing.

"In Nature representation the colour silhouette has largely disappeared, and the flat wash of colour over a shaded pencil drawing is less in evidence than formerly. Genuine tone and colour studies have, to a large extent, taken the places of these less satisfactory methods of colour representation. In a few schools progressive Nature drawing, and the systematic observation and recording of plant and animal growth, have been made subjects of special studies, with interesting results.

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"Modelling in clay and casting from the clay models made, are professed in a number of schools, and the work is gaining in quality; but study of form through this valuable medium should be more in evidence than it is. Probably the limited facilities for modelling afforded in most schools account for its being so little practised. Clay Modelling.

"The work done under the head of applied design shows steady improvement, and the designs carried out in the actual materials reach a higher standard, both in conception and execution, than ever before. Designs for embroidery, lace-making, woodwork, stencilling, and other suitable processes, planned by pupils in the art rooms, have been successfully realised by them in the needlework and manual instruction departments in some of the better equipped schools. A healthy correlation between the art instruction and the work done in other departments of these schools is thus being established and maintained. In some schools a genuine feeling for the craft of embroidery is being fostered. Design.

"The number of pupils who, having already passed in Drawing for the Leaving Certificate, were presented for endorsement of their certificates, has more than doubled since last year. The kind of work done is considerably varied, but in a good many cases candidates have confined themselves to a continuation of their former work, carrying their representations considerably nearer to completeness. Well realised tone studies in black and white and in colour have thus formed a considerable part of the endorsement candidates' work, but a number of applied designs executed in the actual materials, detailed botanical drawings, castings from clay models, and other studies, were also put forward. Increase in number of passes. Continuation of Studies.

"The general character of the endorsement work is on quite a high level, and the bulk of the portfolios contain many excellent studies, but there is room for further development of the work on this plane. For some of the examination tests the endorsement candidates were asked to select and arrange their own groups for representation. In the schools this principle should be extended to all endorsement students, and where practicable, to others who have not yet reached that stage. In the case of prospective teachers, it is specially important."

Commercial Subjects.

Commercial French and Commercial German.

The results of the papers set in these subjects proved once more to be disappointing, In Commercial French the defects pointed out in previous years were again apparent. The Composition showed a lack of neatness and commercial style, whilst grammatical errors were frequent. It was evident from the translation of the market report that the candidates were unacquainted with many ordinary English business terms. The work of the pupils presented in Commercial German was on the whole more satisfactory. Their Composition, though not free from grammatical errors, indicated that they possessed some knowledge of German commercial phraseology. Here too, however, ignorance of everyday English business expressions was common. Results again disappointing.

Book-keeping.

The majority of the candidates showed a good knowledge of elementary book-keeping. The use of the Cash Book, Invoice Book, Day Book, and Ledger was generally well understood, mistakes being caused more by want of thought than by want Knowledge of elementary principles satisfactory.

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of knowledge. In the Ledger, many candidates still post entries direct to the Profit and Loss account, instead of to separate accounts for the different classes of income and expenditure. The treatment of the Journal was less satisfactory, many omitting the opening entries, and a majority omitting the closing entries. The explanatory narrative, which is an essential part of a correct journal entry, was omitted in nearly every case. As a rule the Profit and Loss account and the Balance Sheet were well framed.

Commercial Arithmetic.

Work very fair on the whole.

The first paper was very fairly worked on the whole, but it was curious to observe that candidates, who gave correct answers to percentages and other questions requiring some consideration, often made mistakes in addition and multiplication. In the second paper the more ordinary arithmetic problems were well worked out, including questions dealing with stocks and the decimalisation of parts of a pound; but few gave correct answers to a question involving knowledge of the Metric System, or to the question on equalisation of payments. The question on the gold currency was answered frequently in a confused and sometimes in a grotesque manner, but the essential principle seemed to be understood.

Reference to Tables.

In accordance with the usual custom, Statistical Tables are appended to this Report, providing a concise view of the manner in which the various funds available for the support of Higher Education have been administered during the past year.

Proposal to alter date of Written Examination.

As Your Lordships are aware the desirability of altering the date of the written portion of the Leaving Certificate Examination is at present under consideration. The development of the system imperatively demands longer time for deliberation before the final results are reached. It may be objected that this will curtail the opportunity for spasmodic effort at the close of the session. The force of that objection will disappear as soon as it is realised that what we now aim at is to secure, with the aid of the school authorities, a reasoned verdict on the pupil's whole career. In the event of its being found advisable to carry out the change in 1907, an announcement as to the decision arrived at will be made at the earliest possible moment.

I have the honour to be, &c.,

J. Struthers.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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TABLES.

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1904-

Statements of Income, Expenditure, and Liabilities of Secondary Schools sharing in School

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	2,907 4 6
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,168 19 10
3	Arbroath High School	—	75 0 0	290 0 0	787 4 11
4	Ayr Academy	—	95 0 0	95 7 0	2,026 9 5
5	Brechin High School	21 7 4	30 0 0	—	377 2 3
6	Callander, McLaren High Schoo	—	—	375 0 0	—
7	Dumfries Academy	237 11 8	140 0 0	131 11 6	1,680 12 5
8	Dunfermline High School	495 15 10	130 16 8	—	1,071 16 [illegible]
9	Duns, Berwickshire High School	50 0 11	—	—	240 1 7
10	Edinburgh, Royal High School	—	836 18 2	17 13 7	2,157 0 [illegible]
11	Elgin Academy	—	131 0 4	25 5 0	449 13 5
12	Falkirk High School	—	—	100 0 0	298 19 [illegible]
13	Forfar Academy	—	200 0 0	169 17 11	197 7 6
14	Galashiels Academy	48 6 6	—	—	283 11 2
15	Glasgow High School	—	570 0 0	—	5,623 0 8
16	Glasgow High School for Girls	—	—	—	4,439 10 10
17	Govan, Hillhead School	—	—	—	771 9 5
18	Greenock Academy	380 14 1	145 0 0	43 8 4	2,080 15
19	Haddington, Knox Institute	179 15 4	42 16 6	77 0 0	412 17 [illegible]
20	Hamilton Academy	107 19 0	—	49 2 8	1,200 7 1
21	Irvine Royal Academy	10 2 10	115 0 0	—	1,167 2 [illegible]
22	Kelso High School	—	—	—	512 11 [illegible]
23	Kirkcaldy High School	276 12 10	114 0 0	198 16 4	812 2 5
24	Kirkcudbright Academy	—	224 9 2	200 0 0	190 13 [illegible]
25	Linlithgow Academy	54 11 10	—	59 8 3	336 6 [illegible]
26	Montrose Academy	176 8 10	180 0 0	67 9 1	1,002 2 [illegible]
27	North Berwick High School	127 19 10	—	—	89 1 9
28	Paisley Grammar School	500 12 9	60 0 0	119 12 6	1,566 9 [illegible]
29	Peebles High School	—	100 0 0	—	193 10 9
30	Perth Academy	—	271 14 0	158 15 0	2,306 8 [illegible]
31	Stirling High School	—	226 17 4	508 15 4	2,218 18 1
32	Stranraer High School	250 15 0	145 0 0	—	402 7 [illegible]
	Carried forward . .	2,969 3 7	4,337 16 4	2,851 2 6	39,908 16 1

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Grant under the Minute of 27th April, 1899, in respect of the last Financial or ar.

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ants from mmittees Burghs and untles for econdary ducation ler § 2 (1)(b) Education ocal Taxa- n Account otland) Act, 1892.	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	750 0 0	164 18 8	2,363 7 6	—	—	72 6 7	6,842 5 7	1
500 0 0	750 0 0	330 4 0	2,571 9 9	675 0 0	—	73 14 9	7,653 4 2	2
250 0 0	750 0 0	288 15 0	701 3 3	—	—	—	3,142 3 2	3
497 17 6	600 0 0	—	989 1 11	—	—	215 1 3	4,520 17 1	4
250 0 0	600 0 0	170 18 1	360 0 0	—	—	40 0 0	1,849 7 8	5
135 18 9	350 0 0	84 4 10	124 11 8	—	—	—	1,069 15 3	6
102 0 0	750 0 0	250 3 7	801 18 11	—	—	17 7 0	4,101 4 5	7
380 0 0	700 0 0	702 9 1	100 0 0	—	—	76 13 7	3,657 11 2	8
,000 0 0	350 0 0	127 10 5	—	—	—	18 10 4	1,786 12 3	9
350 0 0	600 0 0	81 14 2	3,328 17 6	—	—	—	7,872 3 5	10
285 0 0	550 0 0	112 2 5	608 14 10	—	—	6 9 8	2,168 5 8	11
550 0 0	750 0 0	378 18 9	1,371 6 2	—	—	—	3,444 4 9	12
250 0 0	500 0 0	294 13 6	160 15 5	—	—	—	1,772 14 4	13
218 5 4	350 0 0	—	106 18 0	—	—	—	1,012 1 0	14
,600 0 0	750 0 0	79 2 9	5,011 2 9	—	—	1 12 6	13,634 18 8	15
380 0 0	600 0 0	—	2,699 16 10	—	—	—	3,819 7 8	16
,072 10 0	600 0 0	91 9 7	992 16 4	—	—	—	3,528 5 4	17
650 0 0	750 0 0	303 19 4	978 4 10			—	5,332 1 7	18
100 0 0	350 0 0	105 12 4	252 19 11	—	14 17 0	510 5 2	2,026 3 4	19
650 0 0	700 0 0	486 16 4	655 2 8	—	—	100 0 0	3,949 7 9	20
246 16 11	750 0 0	489 10 5	718 9 7	—	13 7	3 19 6	3,501 15 6	21
557 13 10	350 0 0	7 7 3	94 13 4	—	—	3 0 1	1,525 6 0	22
319 15 6	500 0 0	267 14 11	498 11 0	—	2 11 6	79 18 6	3,070 3 4	23
280 0 0	400 0 0	103 17 4	71 1 2	—	—	26 0 2	1,476 1 4	24
410 0 0	600 0 0	117 9 6	412 3 11	—	—	100 10 1	2,080 9 7	25
270 0 0	750 0 0	546 8 9	503 19 7	—	4 11 4	186 0 0	3,687 0 3	26
100 0 0	350 0 0	104 0 3	402 10 2	—	1 6 0	—	1,174 18 0	27
,400 0 0	750 0 0	460 17 8	1,858 16 8	—	88 16 0	750 0 0	7,505 4 4	28
499 0 1	450 0 0	173 16 10	538 2 1	—	17 3	7 12 6	1,962 19 6	29
486 0 0	750 0 0	929 8 7	1,189 18 1	—	—	188 3 2	6,280 2 8	30
450 0 0	750 0 0	606 3 2	695 0 0	—	—	334 6 11	5,790 1 8	31
215 0 0	350 0 0	66 14 9	†180 0 0	—	—	—	1,869 16 0	32
5,935 17 11	18,850 0 0	7,922 2 3	31,621 0 0	675 0 0	63 12 8	2,811 0 9	127,846 13 2	

† This sum represents contributions from six parishes.

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No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College ..	—	—	27 8 4	4,106 4 4
34	Anstruther, Waid Academy	—	—	357 16 1	302 0
35	Beith, Spier's School	127 19 2	—	1,212 13 9	419 5
36	Crieff, Morrison's Academy	509 3 8	—	946 4 9	1,267 4 9
37	Cupar, Bell Baxter School	92 11 2	—	483 1 1	608 15 1
38	Dollar Institution	—	—	1,632 9 8	1,890 16 5
39	Dundee High School	—	500 0 0	1,160 10 6	3,100 19 6
40	Edinburgh, Daniel Stewart's College ..	—	—	3,364 18 6	2,942 13 1
41	Edinburgh, George Watson's Boys' College	—	—	7,278 12 9	8,489 4
42	Edinburgh, George Watson's Ladies' College	—	—	6,732 17 5	7,437 1 3
43	Edinburgh Ladies' College	—	—	4,256 6 6	7,776 6 7
44	Glasgow, Allan Glen's School	54 3 4	—	850 0 0	2,155 13 11
45	Glasgow, Hutcheson's Boys' Grammar School	—	—	3,283 10 5	499 9 3
46	Glasgow, Hutcheson's Girls' Grammar School	3,183 5 7	—	3,283 10 4	1,035 9 3
47	Glasgow, St. Aloysius College	—	—	—	565 19 6
48	Inverness Royal Academy	—	—	1,078 6 11	1,154 2 1
49	Nairn, Rose's Academical Institution ..	—	—	76 14 2	173 6 1
50	Newton Stewart, Douglas and Ewart High Schools.	—	—	702 8 11	360 12 8
51	Perth, Sharp's Institution	—	—	493 8 8	456 15 10
52	St. Andrews Madras College	—	—	682 19 7	1,010 13 10
53	Selkirk High School	†176 11 5	—	191 2 4	116 9 2
54	Stonehaven, Mackie Academy	551 0 7	—	247 17 8	641 9 6
55	Tain Royal Academy	509 19 11	25 0 0	337 8 7	371 2 6
	Total .	5,204 14 10	525 0 0	33,689 6 11	46,931 8 5
	Brought forward from previous page ..	2,969 3 7	4,192 16 4	2,851 2 6	39,908 16 4
	GRAND TOTAL	8,173 18 5	4,717 16 4	41,531 9 5	86,840 4 9

† This includes £65 3s. 1d. from Building Fund Account.

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Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department, under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
540 0 0	750 0 0	2,275 0 0	—	—	—	—	7,658 12 4½	33
290 0 0	350 0 0	124 11 10	—	—	2 9 11	—	1,396 17 10	34
62 0 0	350 0 0	—	—	—	—	—	2,171 17 11	35
285 0 0	450 0 0	—	—	—	—	—	3,457 13 2	36
260 0 0	350 0 0	—	—	—	6 0 1	5 16 7	1,806 7 0	37
150 0 0	750 0 0	350 17 11	—	—	—	114 11 5	4,888 15 8	38
945 13 3	750 0 0	607 17 3	—	—	—	414 12 0½	7,479 12 6½	39
200 0 0	600 0 0	—	—	—	—	—	7,107 11 6	40
200 0 0	750 0 0	181 15 0	—	—	—	—	16,899 11 9	41
350 0 0	650 0 0	82 11 4	—	—	—	—	15,252 10 0	42
650 0 0	750 0 0	136 14 3	—	—	—	—	13,569 1 3	43
600 0 0	750 0 0	2,740 14 2	—	—	—	88 10 0	7,269 0 6	44
300 0	500 0 0	—	—	—	27 4 9	—	4,610 4 5	45
300 0 0	650 0 0	—	-	—	27 4 8	—	8,479 10 4	46
295 10 0	350 0 0	105 6 0	-	—	—	706 3 7	2,042 19 1	47
100 0 0	500 0 0	139 13 5	—	—	—	—	2,972 2 4	48
400 0 0	350 0 0	64 0 5	—	—	—	279 13 0	1,343 13 8	49
315 0 0	450 0 0	488 15 6	—	—	—	—	2,266 15 5	50
256 0 0	400 0 0	626 18 0	—	—	—	—	2,233 2 6	51
260 0 0	350 0 0	229 18 8	—	—	—	—	2,533 12 1	52
112 19 8	350 0 0	34 11 6	-	—	—	238 0 0	1,219 14 1	53
360 0 0	350 0 0	294 6 3	—	—	19 1 2	5 0	2,464 0 5	54
—	350 0 0	342 15 5	—	—	—	—	1,986 6 2	55
7,162 2 11	11,850 0 0	8,776 6 11	—	—	82 0 7	1,847 11 7½	121,059 12 0	
16,080 17 11	18,850 0 0	7,922 2 3	31,521 10 1	·675 0 0	63 12 8	2,811 11 9	127,846 13 2	
23,243 0 10	30,700 0 0	16,698 9 2	31,521 10 1	675 0 0	145 13 3	4,659 3 4½	248,906 5 2	

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TABLE

No.	Name of School. (*Under the Management of School Boards.*)	EXPEND						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light, and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
1	Aberdeen Girls' High School	607 19 2	4,824 16 0	406 8 2	183 0 11	498 6 5	294 19 3	730
2	Aberdeen Grammar School ..	2,740 4 10	5,018 16 6	201 5 3	209 3 6	322 2 8	223 16 6	250
3	Arbroath High School ..	495 12 6	1,833 13 8	—	60 10 10	102 11 0	6 5 6	531
4	Ayr Academy	356 10 5	3,280 18 5	—	96 17 8	112 0 9	494 17 11	149
5	Brechin High School ..	—	1,335 0 10	—	116 3 5	42 5 10	36 12 0	98
6	Callander, McLaren High School	145 18 1	650 8 4	—	73 2 11	40 10 3	15 6 3	64
7	Dumfries Academy ..	—	3,525 7 0	—	95 4 4	163 5 9	116 17 3	445
8	Dunfermline High School ..	—	2,220 1 6	—	129 18 7	237 2 0	150 4 4	—
9	Duns, Berwickshire High School	—	1,111 1 0	30 0 0	171 7 0	68 9 6	10 5 5	12
10	Edinburgh Royal High School	—	5,766 7 7	—	103 15 1	305 19 7	287 8 11	245
11	Elgin Academy	54 18 6	1,296 9 11	9 2 11	40 13 1	91 11 9	13 3 2	169
12	Falkirk High School ..	170 13 8	1,968 13 6	—	84 7 2	124 19 4	18 3 7	42
13	Forfar Academy	95 14 3	1,224 7 4	—	89 10 6	69 13 4	15 0	5
14	Galashiels Academy ..	—	756 2 4	—	39 9 5	32 19 0	20 8 4	5
15	Glasgow High School ..	—	9,213 11 5	—	213 17 2	429 13 8	692 19 0	1,159
16	Glasgow High School for Girls	—	5,805 16 6	—	98 18 2	398 8 5	559 17 6	520
17	Govan, Hillhead School ..	—	2,718 18 4	130 0 0	95 13 3	100 0 0	15 0 0	152
18	Greenock Academy ..	—	3,461 18 11	—	100 4 6	147 16 10	102 14 3	230
19	Haddington, Knox Institute	—	921 5 0	604 16 7	70 8 2	79 15 0	55 7 6	70
20	Hamilton Academy ..	—	3,065 0 8	—	126 11 3	258 6 10	149 4 9	2
21	Irvine Royal Academy ..	—	2,137 0 8	—	66 14 8	112 10 0	282 8 8	465
22	Kelso High School .	5 2	1,287 16 8	—	31 1 3	70 4 0	11 6 6	6
23	Kirkcaldy High School ..	—	1,814 9 2	—	243 3 4	197 4 6	163 10 3	—
24	Kirkcudbright Academy ..	—	1,197 13 1	—	24 0 1	36 12 3	46 1 7	53
25	Linlithgow Academy ..	—	1,123 0 7	53 8 0	140 5 9	135 8 2	92 4 6	220
26	Montrose Academy ..	—	2,290 13 4	87 19 0	297 2 10	160 16 9	55 15 11	122
27	North Berwick High School	—	710 14 8	—	24 11 3	34 5 4	15 17 11	125
28	Paisley Grammar School ..	—	3,500 4 3	497 0 0	62 3 3	387 1 6	297 6 5	465
29	Peebles High School ..	279 18 11	1,098 16 8	—	45 16 3	181 11 0	3 10 5	161
30	Perth Academy	1,574 4 9	4,250 18 10	—	194 3 2	285 1 7	121 19 1	247
31	Stirling High School ..	184 2 8	3,307 1 6	—	167 16 4	253 6 5	359 11 2	110
32	Stranraer High School ..	—	1,078 10 0	—	55 11 4	43 9 3	7 17 9	—
	Carried forward ..	6,706 2 11	83,295 14 2	2,019 19 11	3,551 6 10	5,523 8 8	4,735 16 7	7,492

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Continued

TURE.						BALANCE.				
payment of Loans.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
94 10 0	165 10 6	1 10 0	51 6 7	68 1 5	7,822 5 1	—	979 19 6	1 6	3,051	1
86 7 2	166 0 4	6 17 3	51 5 10	196 18 10	9,692 9 10	—	2,039 5 8			2
46 15 0	109 8 2	16 8 2	21 10 9	167 10 2	3,492 0 4	—	349 17 2	1 1 3/16	325	3
47 1 8	80 17 2	33 13 6	51 11 7	263 7 11	5,167 15 0	—	646 17 11	10 1/8	595	4
93 0 0	28 10 0	4 7 10	4 0 2	5 9 1	1,763 16 10	85 10 10	—	1 3	122	5
59 15 8	41 18 3	—	10 6 3	20 1 1	1,122 3 1	—	52 7 10	9½	80	6
56 0 0	74 1 2	10 16 3	42 6 4	80 13 2	4,910 10 2	—	809 5 9	1 2	240	7
—	75 2 5	5 4 0	21 18 11	72 0 0	2,911 11 9	745 19 5	—	1 2	297	8
36 19 5	24 16 6	10 0	24 7 11	123 19 2	1,714 2 11	72 9 4	—	6½	85	9
38 10 11	306 4 8	2 [illegible] 0	89 9 0	397 0 5	7,872 3 5	—	—	10 1/4	11,000	10
167 17 9	90 14 10	—	45 17 10	25 5 0	1,985 8 3	182 17 5	—	1 1	184	11
298 18 0	109 5 10	1 11 0	14 9 10	24 1 9	3,236 18 2	207 6 7	—	1 11	444	12
110 0 0	11 7 8	1 7 3	8 5 0	16 15 8	1,677 16 5	94 17 11	—	—	139	13
17 15 4	17 3 9	—	19 13 6	14 4 10	923 11 9	88 9 3	—	1 2½	184	14
130 0 0	583 9 7	7 7 6	221 18 1	32 9 3	13,634 18 8	—	—	1 1	13,882	15
760 0 0	274 15 1	14 2 1	66 13 11	30 0 0	8,819 7 8	—	—			16
212 0 0	100 0 0	4 13 9	—	—	3,528 5 4	—	—	1 0 3/4	4,620	17
185 14 6	152 11 1	—	65 16 2	217 18 0	4,644 3 0	687 18 7	—	10 1/2	1,400	18
58 9 0	52 2 0	—	19 8 6	63 13 0	1,996 2 7	30 0 9	—	1 3	65	19
33 6 8	82 15 0	2 19 6	21 7 7	81 14 3	3,841 9 0	107 18 9	—	1 7½	322	20
252 0 6	22 16 0	3 3 0	23 0 4	100 0 0	3,465 5 5	36 10 1	—	—	113	21
54 6 0	38 4 1	—	25 18 9	37 15 7	1,597 5 4	—	71 19 4	9	99	22
—	140 6 3	—	24 12 7	101 7 10	2,684 13 11	385 9 5	—	1 0	390	23
64 0 0	8 16 1	—	8 3 3	36 16 0	1,476 1 4	—	—	8½	75	24
175 3 0	58 8 4	—	19 11 6	36 14 7	2,073 17 5	6 12 2	—	1 1½	123	25
281 0 0	66 7 9	—	43 6 1	134 14 9	3,570 0 1	117 0 2	—	1 4	193	26
144 10 0	25 19 3	—	9 6 0	32 3 7	1,122 13 10	52 4 2	—	9½	145	27
382 12 0	191 12 11	15 15 6	24 7 7	75 14 7	5,899 15 1	1,605 9 3	—	11 3/16	1,216	28
111 5 10	35 5 9	1 0 0	18 1 6	15 3 11	1,957 6 11	5 12 7	—	1 5	135	29
416 0 0	158 17 5	11 2 4	53 1 8	39 4 7	7,706 13 7	—	1,426 10 11	1 3	722	30
159 16 8	80 5 11	12 3 0	28 7 2	16 7 2	4,826 18 10	963 2 10	—	1 0½	390	31
—	34 8 6	10 19 4	25 14 1		1,302 7 9	307 9 0	—	†	†	32
373 14 8	3,357 2 3	168 5 3	1,155 4 3	6 17 6	128,439 18 9	5,782 18 6	9,376 4 1	—	—	

† See p. 921.

Continued on page 921.

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No.	Name of School (*Under the Management of Authorities other than School Boards*).	EXPENDITURE						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest on Loans
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College	—	5,662 7 0	—	139 9 0½	332 0 8	130 2 1	157 5 6
34	Anstruther, Waid Academy ..	24 3 4	890 11 8	—	34 0 8½	33 4 5	84 11 11	—
35	Beith, Spier's School	—	1,223 7 6	—	23 19 4	61 6 4	139 11 7	—
36	Crieff, Morrison's Academy ..	—	2,866 0 8	—	60 3 7	70 14 5	149 14 10	—
37	Cupar, Bell Baxter School ..	—	1,883 15 2	—	66 9 9	58 7 3	25 14 1	—
38	Dollar Institution	593 19 6	3,062 15 4	—	290 14 10	108 0 0	319 19 5	—
39	Dundee High School	4,141 18 8½	5,823 6 2	—	147 12 1½	291 19 9	115 18 9	193 15 6
40	Edinburgh, Daniel Stewart's College	—	4,254 15 8	—	69 18 8	206 8 11	280 11 10	—
41	Edinburgh, George Watson's Boy's College	—	10,162 7 11	655 6 2	203 6 8	331 15 1	727 13 0	—
42	Edinburgh, George Watson's Ladies' College	—	7,646 7 5	2,863 17 3	130 0 4	284 7 0	662 1 1	—
43	Edinburgh Ladies' College ..	—	8,352 11 6	—	120 5 10	443 6 7	261 7 0	—
44	Glasgow, Allan Glen's School	—	4,361 9 0	—	687 19 5	426 7 3	199 2 4	322 4 1
45	Glasgow, Hutcheson's Boys' Grammar School ..	754 10 1	2,735 7 0	—	223 0 2	169 5 1	144 15 2	—
46	Glasgow, Hutcheson's Girls' Grammar School ..	—	3,131 17 0	—	278 1 9	152 10 9	180 18 2	—
47	Glasgow, St. Aloysius College	—	1,307 12 0	—	231 6 5	61 5 0	84 4 1	36 0 6
48	Inverness, Royal Academy ..	2,792 0 8	2,060 0 0	—	39 11 4	107 4 6	20 19 3	—
49	Nairn, Rose's Academical Institution	271 16 0	730 0 2	—	9 13 6	38 11 7	25 6 2	—
50	Newton Stewart, Douglas and Ewart High Schools ..	230 5 6	1,437 13 7	—	37 1 1	79 7 11	287 1 7	—
51	Perth, Sharp's Institution ..	212 12 4½	1,880 0 0	—	55 10 1	123 7 7	34 11 3	—
52	St. Andrews, Madras College	184 6 10½	2,177 12 4	—	39 5 5	91 1 9	65 2 11	—
53	Selkirk High School ..	—	587 18 4	271 17 2	22 9 7	37 4 0½	4 11 10	50 13 1
54	Stonehaven, Mackie Academy	—	1,197 7 6	—	75 4 8	63 6 9	86 0 3	37 13 1
55	Tain Royal Academy ..	—	1,085 0 0	—	20 3 8	26 16 11	10 8 0	—
	Total	9,205 13 0½	72,890 8 6	3,791 0 7	3,005 7 6½	3,597 19 6½	4,030 17 7	708 5 1
	Brought forward from previous page ..	6,706 2 11	83,295 14 2	2,019 19 11	3,551 6 10	5,523 8 8	4,725 16 7	7,492 5 5
	Grand Total	15,911 15 11½	156,186 2 8	5,811 0 6	6,556 14 4½	9,121 8 2½	8,756 14 2	8,200 10 6

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TURE.						BALANCE.				
payment of Loan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
85 9 7½	132 4 8½	10 2 4	107 5 6	572 2 11	7,658 12 4½	—	—	—	—	33
—	81 8 9	—	21 8 6½	94 14 7	1,263 18 11	132 1 8	—	—	—	34
—	8 7 6	—	24 14 4	296 4 8	1,777 11 3	394 6 8	—	—	—	35
—	146 16 1	2 2 0	—	231 18 3	3,027 4 5	*430 8 9	—	—	—	36
—	31 18 2	—	6 10 2	183 5 9	1,706 0 4	100 6 8	—	—	—	37
—	136 14 7	—	74 2 3	436 11 10	4,992 8 9	—	103 13 1	—	—	38
—	184 5 4½	6 3 5	129 14 10½	507 10 10	11,042 8 4	—	3,562 15 9½	—	—	39
—	790 0 4	—	252 19 9	1,252 16 9	7,107 11 6	—	—	—	—	40
—	1,840 15 0	—	229 14 3	2,746 14 8	16,899 11 9	—	—	—	—	41
—	1,352 7 5	—	276 4 5	2,087 5 1	15,252 10 0	—	—	—	—	42
—	1,389 9 11	10 5 4	202 9 1	2,789 6 0	13,569 1 3	—	—	—	—	43
266 13 4	58 16 7	19 12 0	128 2 0	427 9 9	6,768 16 7	500 3 11	—	—	—	44
—	129 13 3½	22 2 6	53 19 4	1,396 10 10	5,629 3 5½	—	1,018 19 0½	—	—	45
—	199 15 9½	21 3 0	68 12 9	1,316 12 4	5,349 11 6½	3,129 18 9½	—	—		46
—	146 5 2	10 0	23 5 3	152 4 9	2,042 19 1	—	—	—	—	47
—	184 13 9	8 2 5	14 2 3	253 3 7	5,479 18 2	—	2,507 15 10	—	—	48
63 15 11	5 14 7	—	19 4 1	53 3 9	1,222 10 9	121 2 11	—	—	—	49
—	77 14 4	—	30 10 9	104 10 3	2,284 5 0	—	17 9 7	—	—	50
—	48 8 7	17 5 1	41 1 3	134 5 1	2,497 1 3½	—	268 18 9½	—	—	51
—	74 7 10½	3 12 6	18 4 1	307 10 3	2,966 5 0	—	432 12 11	—	—	52
53 6 8	5 15 11	—	5 8 6½	45 5 4	1,084 10 11	†185 3 2	—	—	—	53
41 3 3	55 17 0	—	9 17 0	146 3 5	1,713 9 9	750 10 8	—	—	—	54
—	14 13 10	—	19 7 2	40 14 3	1,217 4 3	719 1 11	—	—	—	55
810 13 9½	7,096 19 6½	126 0 7	1,756 18 5½	15,433 10 4	122,802 14 3	6,464 2 4½	7,907 5 0½	—	—	
373 14 3	3,357 2 3	168 5 3	1,155 4 3	3,070 18 1	123,430 18 9	5,782 18 6	6,376 4 1	—	—	
1,184 3 5½	10,453 1 9½	294 5 10	2,912 2 8½	18,554 8 5	250,942 13 5	12,247 0 10½	14,283 9 1½	—	—	

* This includes £400 in respect of Building Fund.
† This includes £31 5s. 11d. from Building Fund Account.

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TABLE II.

SECONDARY SCHOOLS.

Particulars of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1905–1906.

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.
	1905–1906.
	£
ABERDEEN—	
Aberdeen, Girls' High School	750
" Grammar School	750
" Robert Gordon's College	750
AYR—	
Ayr Academy	750
Beith, Spier's School	400
Irvine Royal Academy	750
BERWICK—	
Duns, Berwickshire High School	400
CLACKMANNAN—	
Dollar Institution	700
DUMFRIES—	
Dumfries Academy	750
EDINBURGH—	
Edinburgh Dan. Stewart's College	600
" Geo. Watson's Boys' College	750
" Geo. Watson's Ladies' College	750
" Ladies' College	750
" Royal High School	600
ELGIN—	
Elgin Academy	650
FIFE—	
Anstruther, Waid Academy	400
Cupar, Bell Baxter School	400
Dunfermline High School	700
Kirkcaldy High School	600
St. Andrew's, Madras College	450
FORFAR—	
Arbroath High School	750
Brechin High School	550
Dundee High School	750
Forfar Academy	550
Montrose Academy	750
HADDINGTON—	
Haddington, Knox Institute	400
North Berwick High School	400
INVERNESS—	
Inverness Royal Academy	500
KINCARDINE—	
Stonehaven, Mackie Academy	400
KIRKCUDBRIGHT—	
Kirkcudbright Academy	400
LANARK—	
Glasgow, Allan Glen's School	750
" High School	750
" High School for Girls	600
" Hutchesons' Boys' Grammar School	550
" Hutchesons' Girls' Grammar School	650
" St. Aloysius' College	400
Govan Hillhead School	700
Hamilton Academy	750

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Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899. 1905–1906.
	£
LINLITHGOW—	
Linlithgow Academy	550
NAIRN—	
Nairn, Rose's Academical Institution	400
PEEBLES—	
Peebles Burgh and County High School	500
PERTH—	
Callander, McLaren High School	400
Crieff, Morrison's Academy	500
Perth Academy	750
Perth, Sharp's Institution	450
RENFREW—	
Greenock Academy	600
Paisley Grammar School and Wm. B. Barbour Academy	750
ROSS—	
Tain Royal Academy	400
ROXBURGH—	
Kelso High School	400
SELKIRK—	
Galashiels Academy	400
Selkirk High School	400
STIRLING—	
Falkirk High School	750
Stirling High School	750
WIGTOWN—	
Newton Stewart, Ewart and Douglas High Schools	450
Stranraer High School	400
Total	32,100

In addition to the above-named Secondary Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1905-06. An asterisk against the name of a School, signifies that that School did not present candidates at the Leaving Certificate Examination.

Aberdeen, Queen's Gate School.
Ayr, Newnham House School.
Blairs College.
Broughty Ferry, Gartlands School.
Broughty Ferry, St. Margaret's School.
Dundee, Lawside St. Joseph's Convent School.
Dundee, Seymour Lodge Girls' School.
Edinburgh Academy.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
*Edinburgh, Girls' Home School.
Edinburgh Institution.
Edinburgh, Merchiston Castle School.
*Edinburgh, Murrayfield, Lansdowne House School.
Edinburgh, Rosebery House School.
*Edinburgh, St. Elizabeth's School.
Edinburgh, St. George's High School for Girls.
Edinburgh, St. Margaret's Ladies' College. (Branches at Newington and Morningside).
Edinburgh, The Ministers' Daughters' College.
Falkirk Selma House School.
Glasgow Academy.
Glasgow, Kelvinside Academy.
*Glasgow, Kelvinside, Westbourne Gardens School for Girls.
Glasgow Park Girls' School.
*Glasgow, Rosslyn Terrace School.
Govan, Hillhead, Laurel Bank School for Girls.
Greenock, Clyde School.
Greenock High School for Girls.
Helensburgh, Larchfield School.
Helensburgh, St. Bride's School.
Inverness College.
Inverness, St. Margaret's College.
Kilmacolm, St Columba's School.
*Kirkcaldy Southbank School.
Melrose, St. Mary's School.
Newport-on-Tay, St. Fillan's House Schoo .
*North Berwick, Dunardarigh School.
*Paisley, Caversbank School.
*Polmont, St. Margaret's School.
Portobello, Brunstane School for Girls.
St. Andrews, Clifton Bank School.
*St. Andrews, St. Leonard's School.
*Stirling, St Hilda's School.
Tayport, Victoria College (including a branch School at Constitution Road).
*Turriff Westwood School.

PREPARATORY SCHOOLS.

*Cramond, Cargilfield School.
*Moffat, St. Ninian's School.
*Moffat, Warriston School.
*Nairn, Alton Burn School.
*St. Andrews, St. Katharine's School.
*St. Andrews, St. Salvator's School.

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TABLE III.

SECONDARY SCHOOLS.

Particulars of Grants for Science and Art Instruction paid under the Minute of 30th May, 1903, in respect of the year 1904–1905.

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dressmaking, or other Forms of Practical Household Economy	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen High School for Girls	149	139 8 0	40 17 10	—	40 9 6	220 15 4
Aberdeen Grammar School	148	284 8 3	56 1 9	44 1 4	—	384 11 4
Aberdeen Robert Gordon's College	483	1,713 5 3	195 11 9	406 17 8	—	2,315 14 8
Anstruther, Waid Academy	72	122 11 2	35 19 10	5 18 8	—	164 9 8
Arbroath High School	193	158 13 9	94 5 10	27 16 6	40 16 2	321 12 3
Brechin High School	90	96 9 3	54 17 0	—	—	151 6 3
Callander McLaren High School	62	86 17 2	26 19 4	—	—	113 16 6
Cupar, Bell Baxter School	55	92 8 9	26 13 0	—	—	119 1 9
Dollar Institution ..	192	259 18 6	92 14 4	51 12 4	—	404 5 2
Dumfries Academy ..	71	168 10 3	39 4 0	18 6 0	—	226 0 3
Dumfries St. Joseph's College	44	38 6 3	14 9 7	28 14 2	—	81 10 0
Dundee High School ..	165	294 9 0	64 0 1	75 18 2	63 12 8	497 19 11
Dunfermline High School	199	581 3 9	55 6 6	116 19 9	52 19 8	756 9 8
Duns, The Berwickshire High School ..	91	57 12 0	22 12 0	13 8 0	9 2 0	102 14 0
Edinburgh, George Watson's Boys' College	188	202 8 6	49 14 2	—	—	251 17 8
Edinburgh, George Watson's Ladies' College	148	76 14 6	55 16 9	—	—	132 11 3
Edinburgh Ladies' College	94	118 13 0	24 15 4	—	—	143 8 4
Edinburgh, Royal High School	18	38 0 9	6 16 6	3 13 6	—	48 10 9
Elgin Academy ..	115	103 15 3	46 13 10	—	—	150 9 1
Falkirk High School ..	199	238 7 6	91 4 3	50 7 3	53 16 4	433 15 4
Forfar Academy ..	160	306 0 6	79 0 7	34 8 0	38 18 8	458 7 9
Glasgow, Allan Glen's School	481	1,835 6 0	191 2 1	652 14 4	—	2,679 2 5
Glasgow High School ..	41	77 11 0	—	—	—	77 11 0
Glasgow High School for Girls	15	16 7 6	—	—	—	16 7 6
Glasgow, St. Aloysius' College	107	106 18 3	40 2 3	—	—	147 0 6

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NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dressmaking, or other Forms of Practical Household Economy.	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Govan Hillhead School	28	61 3 6	—	—	—	61 3 6
Greenock Academy ..	146	208 5 0	64 9 6	—	31 2 8	303 17 2
Haddington Knox Institute	45	49 12 6	23 5 9	7 13 0	15 16 8	96 7 11
Hamilton Academy ..	212	308 11 7	93 12 3	88 7 8	62 9 0	503 0 6
Hawick Teviot Grove Academy	66	103 9 9	25 14 1	—	—	129 3 10
Inverness Royal Academy	45	85 14 3	13 13 9	14 12 4	—	114 0 4
Irvine Royal Academy	115	209 7 3	86 13 7	51 10 0	78 5 4	425 16 2
Kelso High School ..	16	11 3 9	—	—	—	11 3 9
Kirkcaldy High School	145	129 4 7	73 3 1	—	—	202 7 8
Kirkcudbright Academy	50	80 1 9	18 12 10	—	—	98 14 7
Lanarkhgow Academy ..	133	139 19 9	55 16 1	—	5 4 0	200 19 10
Montrose Academy ..	210	339 5 9	98 18 0	179 10 5	32 11 10	650 6 0
Nairn Rose's Academical Institution ..	21	24 4 6	7 2 0	—	—	31 6 6
Newton Stewart Douglas High School (Girls)	16	33 0 3	7 19 9	—	—	41 0 0
Newton Stewart Ewart High School (Boys)	42	134 16 3	16 10 6	34 9 8	—	185 16 5
North Berwick High School	68	78 16 6	26 15 9	23 12 6	9 13 0	138 17 9
Paisley Grammar School and Wm. B. Barbour Academy ..	170	328 8 9	79 4 6	75 4 8	38 12 8	521 10 7
Peebles Burgh and County High School	64	105 5 9	23 14 1	24 5 10	9 12 4	167 18 0
Perth Academy ..	315	565 16 0	175 14 7	135 12 6	64 8 8	941 11 9
Perth, Sharp's Institution	167	422 1 3	105 14 4	85 15 7	48 19 8	662 10 10
St. Andrews, Madras College	65	81 7 6	27 18 4	—	9 4 0	118 9 10
Selkirk High School ..	42	111 11 6	—	—	—	111 11 6
Stirling High School	316	394 16 6	212 19 6	6 9 8	19 4 0	633 9 8
Stonehaven Mackie Academy	103	123 7 0	26 7 7	16 7 4	45 18 10	212 0 9
Stranraer High School	48	74 8 0	—	—	—	74 8 0
Tain Royal Academy	81	96 6 9	30 8 4	37 7 6	7 12 0	171 14 7
Totals	6,254	11,464 5 0	2,704 6 9	2,261 14 4	778 9 8	17,208 15 9

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TABLE

STATEMENT for the year 1904–1905, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Gran

No	NAME OF SCHOOL. (*Under the Management of School Boards.*)	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	21	152	173	—	39	39	—	37	37	—	52	52	—	43	43
2	Aberdeen Grammar School	170	—	170	51	—	51	54	—	54	64	—	64	47	—	47
3	Arbroath High School	12	7	19	30	23	53	20	18	38	14	40	54	20	21	41
4	Ayr Academy	70	50	120	15	19	34	26	15	41	25	28	53	32	26	58
5	Brechin High School	1	2	3	7	7	14	6	7	13	10	12	22	15	13	28
6	Callander, McLaren High School	—	—	—	—	1	1	3	1	4	12	11	23	6	5	11
7	Dumfries Academy	61	43	104	23	19	42	36	28	64	40	29	69	37	25	62
8	Dunfermline High School	—	2	2	12	7	19	30	24	54	41	34	75	37	38	75
9	Duns, Berwickshire High School	—	—	—	4	1	5	7	9	16	18	16	34	11	16	27
10	Edinburgh Royal High School	164	—	164	60	—	60	64	—	64	72	—	72	47	—	47
11	Elgin Academy	23	23	46	9	5	14	11	8	19	16	11	27	17	15	32
12	Falkirk High School	—	—	—	2	1	3	19	16	35	32	35	67	12	12	24
13	Forfar Academy	—	—	—	1	—	1	17	14	31	20	19	39	22	17	39
14	Galashiels Academy	14	8	22	5	1	6	10	3	13	14	6	20	10	14	24
15	Glasgow High School	192	—	192	108	—	108	141	—	141	188	—	188	71	—	71
16	Glasgow High School for Girls	—	205	205	—	76	76	—	96	96	—	138	138	—	132	132
17	Govan, Hillhead School	—	—	—	3	1	4	17	20	37	35	42	77	28	46	74
18	Greenock Academy	146	128	274	19	28	47	33	33	66	37	26	63	31	29	60
19	Haddington, Knox Institute	19	29	48	4	6	10	2	5	7	8	12	20	4	8	12
20	Hamilton Academy	14	5	19	21	14	35	29	29	58	18	27	45	27	22	49
21	Irvine Royal Academy	67	49	116	14	10	24	20	15	35	31	16	47	14	24	38
22	Kelso High School	29	12	41	5	3	8	6	2	8	9	6	15	9	5	14
23	Kirkcaldy High School	—	—	—	2	1	3	14	16	30	31	19	50	19	23	42
24	Kirkcudbright Academy	8	4	12	8	7	15	13	12	25	10	5	15	9	6	15
25	Linlithgow Academy	29	27	56	7	7	14	16	7	23	18	23	41	7	12	19
26	Montrose Academy	15	5	20	15	25	40	29	21	50	40	27	67	26	25	51
27	North Berwick High School	—	—	—	1	1	2	7	4	11	11	7	18	11	10	21
28	Paisley Grammar School	105	69	174	23	21	44	23	22	45	46	28	74	22	12	34
29	Peebles High School	20	13	33	8	1	9	11	6	17	11	9	20	5	9	14
30	Perth Academy	79		146	18	13	31	33	21	54	57	44	101	41	45	86
31	Stirling High School	8	8	11	21	23	44	31	33	64	47	38	85	42	30	72
32	Stranraer High School	10	11	21	1	2	3	5	6	11	14	8	22	10	15	25
	CARRIED FORWARD	1277	914	2191	497	362	859	733	528	1261	969	766	1757	698	757	1455

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chool Roll, the Average Attendance of Pupils, and the number of Teachers employed in nder paragraph 3 of the Minute of 27th April, 1899.

THE CLOSE OF THE SCHOOL YEAR.

...een 16 ...d 17.		Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			
Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Teachers whose whole time is spent in the School.		Visiting Teachers.	No.
																					Graduates	Non-Graduates		
53	53	—	36	36	—	32	32	—	19	19	—	311	311	21	463	484	158	95	190	443	9	29	5	1
—	31	16	—	16	4	—	4	3	—	3	270	—	270	440	—	440	147	160	103	410	17	10	2	2
20	28	1	8	9	—	2	2	—	1	1	93	135	228	105	142	247	17	139	82	238	4	9	2	3
20	38	8	13	21	2	9	11	—	11	11	126	141	267	196	191	387	100	112	127	339	11	7	4	4
18	25	2	6	8	—	1	1	—	10	10	50	81	131	51	83	134	2	46	76	124	4	4	—	5
5	14	2	3	5	1	2	3	1	2	3	34	30	64	34	30	64	—	28	33	61	3	1	—	6
32	52	8	11	19	3	4	7	1	—	1	168	150	318	229	193	422	90	165	133	388	13	16	1	7
24	37	7	13	20	1	12	13	2	6	8	143	156	299	143	158	301	1	140	144	285	10	7	—	8
6	12	2	4	6	—	1	1	—	—	—	48	53	101	48	53	101	—	43	50	93	3	3	6	9
—	30	12	—	12	2	—	2	1	—	1	288	—	288	452	—	452	150	188	88	426	15	5	3	10
14	23	1	12	13	—	5	5	—	8	8	63	78	141	86	101	187	39	59	70	168	9	4	2	11
20	23	3	11	14	2	11	13	2	10	12	75	126	201	75	126	201	—	103	84	187	5	7	5	12
15	25	1	6	7	—	—	—	—	—	—	71	76	147	71	76	147	—	71	76	147	7	2	4	13
5	10	—	—	—	—	—	—	—	—	—	44	25	69	58	33	91	17	40	31	88	4	1	3	14
—	67	70	—	70	21	—	21	5	—	5	671	—	671	863	—	863	201	458	167	826	30	11	3	15
111	111	—	70	70	—	37	37	—	15	15	—	675	675	—	880	880	181	274	322	777	13	24	11	16
32	41	4	18	22	—	5	5	—	4	4	96	168	264	96	168	264	—	125	135	260	7	8	5	17
18	38	7	5	12	2	1	3	—	3	3	149	143	292	295	271	566	220	162	98	480	12	14	3	18
6	9	—	1	1	2	—	2	—	—	—	23	38	61	42	67	109	35	36	24	95	4	3	1	19
10	21	7	13	20	—	12	12	—	3	3	113	130	243	127	135	262	16	128	97	241	9	8	5	20
16	34	6	15	21	—	4	4	—	4	4	103	104	207	170	153	323	107	102	97	306	5	5	4	21
10	20	—	1	1	—	2	2	—	—	—	39	29	68	68	41	109	34	27	34	95	3	5	8	22
25	42	8	12	20	3	10	13	3	6	9	97	112	209	97	112	209	—	82	110	192	3	6	6	23
4	9	1	—	1	—	—	—	—	1	1	46	35	81	54	39	93	12	53	26	91	4	2	1	24
7	11	—	2	2	1	3	4	1	6	7	54	67	121	83	94	177	50	72	37	159	6	3	3	25
20	34	3	10	13	—	6	6	—	4	4	127	138	265	142	143	285	17	147	107	271	10	4	4	26
2	7	—	4	4	—	—	—	—	1	1	35	29	64	35	29	64	—	29	27	56	4	2	4	27
11	33	8	8	16	2	3	5	—	—	—	152	115	267	257	184	441	141	178	88	407	10	8	11	28
2	8	4	3	7	—	1	1	—	1	1	45	32	77	65	45	110	30	41	26	97	5	2	4	29
30	60	9	25	34	2	20	22	2	21	23	192	222	414	271	289	560	128	169	212	509	10	14	4	30
34	55	10	18	28	1	12	13	1	14	15	174	208	382	182	211	393	9	176	169	354	10	9	4	31
7	12	4	4	8	—	2	2	—	3	3	39	47	86	49	58	107	15	30	42	87	4	3	1	32
577	1013	204	332	536	49	197	246	22	153	175	3623	3654	7282	4905	4568	9473	1917	3678	3105	8700	263	236	119	

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TABLE

STATEMENT for the year 1904–1905, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Grant

No	NAME OF SCHOOL. (*Under the Management of School Boards.*)	NUMBER OF PUPILS ON THE SCHOOL RO														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	21	152	173	—	39	39	—	37	37	—	52	52	—	43	43
2	Aberdeen Grammar School	170	—	170	51	—	51	54	—	54	64	—	64	47	—	47
3	Arbroath High School	12	7	19	30	23	53	20	18	38	14	40	54	20	22	42
4	Ayr Academy	70	50	120	15	19	34	26	15	41	25	28	53	32	26	58
5	Brechin High School	1	2	3	7	7	14	6	7	13	10	12	22	15	20	35
6	Callander, McLaren High School	—	—	—	—	1	1	3	1	4	12	11	23	6	5	11
7	Dumfries Academy	61	43	104	23	19	42	36	28	64	40	29	69	37	25	62
8	Dunfermline High School	—	2	2	12	7	19	30	24	54	41	34	75	37	36	73
9	Duns, Berwickshire High School	—	—	—	4	1	5	7	9	16	18	16	34	11	16	27
10	Edinburgh Royal High School	164	—	164	60	—	60	64	—	64	72	—	72	47	—	47
11	Elgin Academy	23	23	46	9	5	14	11	8	19	16	11	27	17	15	32
12	Falkirk High School	—	—	—	2	1	3	19	16	35	32	35	67	12	22	34
13	Forfar Academy	—	—	—	1	—	1	17	14	31	20	19	39	22	22	44
14	Galashiels Academy	14	8	22	5	1	6	10	3	13	14	6	20	10	10	20
15	Glasgow High School	192	—	192	108	—	108	141	—	141	188	—	188	71	—	71
16	Glasgow High School for Girls	—	205	205	—	76	76	—	96	96	—	138	138	—	112	112
17	Govan, Hillhead School	—	—	—	3	1	4	17	20	37	35	42	77	28	46	74
18	Greenock Academy	146	128	274	19	28	47	33	33	66	37	26	63	31	24	55
19	Haddington, Knox Institute	19	29	48	4	6	10	2	5	7	8	12	20	4	8	12
20	Hamilton Academy	14	5	19	21	14	35	29	29	58	18	27	45	27	22	49
21	Irvine Royal Academy	67	49	116	14	10	24	20	15	35	31	16	47	14	24	38
22	Kelso High School..	29	12	41	5	3	8	6	2	8	9	6	15	9	5	14
23	Kirkcaldy High School	—	—	—	2	1	3	14	16	30	31	19	50	19	23	42
24	Kirkcudbright Academy	8	4	12	8	7	15	13	12	25	10	5	15	9	6	15
25	Linlithgow Academy	29	27	56	7	7	14	16	7	23	18	23	41	7	13	20
26	Montrose Academy	15	5	20	15	25	40	29	21	50	40	27	67	26	22	48
27	North Berwick High School	—	—	—	1	1	2	7	4	11	11	7	18	11	10	21
28	Paisley Grammar School	105	69	174	23	21	44	23	22	45	46	28	74	23	22	45
29	Peebles High School	20	13	33	8	1	9	11	6	17	11	9	20	5	9	14
30	Perth Academy	79		146	18	13	31	33	21	54	57	44	101	41	48	89
31	Stirling High School	8	8	11	21	23	44	31	33	64	47	38	85	42	36	78
32	Stranraer High School	10	11	21	1	2	3	5	6	11	14	8	22	10	15	25
	.. .. CARRIED FORWARD	1277	914	2191	497	362	859	788	573	1361	969	768	1737	688	737	1425

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7.

School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April, 1899.

AT THE CLOSE OF THE SCHOOL YEAR.																Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Between 16 and 17.		Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	
Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Graduates.	Non-Graduates.		
53	53	—	36	36	—	32	32	—	19	19	—	311	311	21	463	484	158	95	190	443	9	29	5	1
—	31	16	—	16	4	—	4	3	—	3	270	—	270	440	—	440	147	160	103	410	17	10	2	2
20	28	1	8	9	—	2	2	—	1	1	93	135	228	105	142	247	17	139	82	238	4	9	2	3
20	38	8	13	21	2	9	11	—	11	11	126	141	267	196	191	387	100	112	127	339	11	7	4	4
18	25	2	6	8	—	1	1	—	10	10	50	81	131	51	83	134	2	46	76	124	4	4	—	5
5	14	2	3	5	1	2	3	1	2	3	34	30	64	34	30	64	—	28	33	61	3	1	—	6
32	52	8	11	19	3	4	7	1	—	1	168	150	318	229	193	422	90	165	133	388	13	16	1	7
24	37	7	13	20	1	12	13	2	6	8	143	156	299	143	158	301	1	140	144	285	10	7	—	8
6	12	2	4	6	—	1	1	—	—	—	48	53	101	48	53	101	—	43	50	93	3	3	6	9
—	30	12	—	12	2	—	2	1	—	1	288	—	288	452	—	452	150	188	88	426	15	5	3	10
14	28	1	12	13	—	5	5	—	8	8	63	78	141	86	101	187	39	59	70	168	9	4	2	11
20	23	3	11	14	2	11	13	2	10	12	75	126	201	75	126	201	—	103	84	187	5	7	5	12
15	25	1	6	7	—	—	—	—	—	—	71	76	147	71	76	147	—	71	76	147	7	2	4	13
5	10	—	—	—	—	—	—	—	—	—	44	25	69	58	33	91	17	40	31	88	4	1	3	14
—	67	70	—	70	21	—	21	5	—	5	671	—	671	863	—	863	201	458	167	826	30	11	3	15
111	111	—	70	70	—	37	37	—	15	15	—	675	675	—	880	880	181	274	322	777	13	24	11	16
32	41	4	18	22	—	5	5	—	4	4	96	168	264	96	168	264	—	125	135	260	7	8	5	17
18	38	7	5	12	2	1	3	—	3	3	149	143	292	295	271	566	220	162	98	480	12	14	3	18
6	9	—	1	1	2	—	2	—	—	—	23	38	61	42	67	109	35	36	24	95	4	3	1	19
10	21	7	13	20	—	12	12	—	3	3	113	130	243	127	135	262	16	128	97	241	9	8	5	20
16	34	6	15	21	—	4	4	—	4	4	103	104	207	170	158	328	107	102	97	306	5	5	4	21
10	20	—	1	1	—	2	2	—	—	—	39	29	68	68	41	109	34	27	34	95	3	5	3	22
25	42	8	12	20	3	10	13	3	6	9	97	112	209	97	112	209	—	82	110	192	3	6	6	23
4	9	1	—	1	—	—	—	—	1	1	46	35	81	54	39	93	12	53	26	91	4	2	1	24
7	11	—	2	2	1	3	4	1	6	7	54	67	121	83	94	177	50	72	37	159	6	3	3	25
20	34	3	10	13	—	6	6	—	4	4	127	138	265	142	143	285	17	147	107	271	10	4	4	26
2	7	—	4	4	—	—	—	—	1	1	35	29	64	35	29	64	—	29	27	56	4	2	4	27
11	33	8	8	16	2	3	5	—	—	—	152	115	267	257	184	441	141	178	88	407	10	8	11	28
2	8	4	3	7	—	1	1	—	1	1	45	32	77	65	45	110	30	41	26	97	5	2	4	29
30	60	9	25	34	2	20	22	2	21	23	192	222	414	271	289	560	128	169	212	509	10	14	4	30
34	55	10	18	28	1	12	13	1	14	15	174	208	382	182	211	393	9	176	169	354	10	9	4	31
7	12	4	4	8	—	2	2	—	3	3	39	47	86	49	58	107	15	30	42	87	4	3	1	32
577	1015	204	332	536	49	197	246	22	153	175	3628	3654	7282	4905	4568	9473	1917	3678	3105	8700	263	236	119	

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TABLE

No.	Name of School. (*Under the Management of Authorities other than School Boards.*)	Number of Pupils on the School Roll														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robert Gordon's College	75	—	75	80	—	80	139	—	139	172	—	172	135	—	135
34	Anstruther, Waid Academy	—	—	—	3	1	4	7	10	17	10	15	25	10	14	24
35	Beith, Spier's School	6	13	19	7	4	11	10	7	17	11	5	16	7	3	10
36	Crieff, Morrison's Academy	21	46	67	19	6	25	15	8	23	24	17	41	29	16	45
37	Cupar, Bell Baxter School	29	24	53	5	2	7	5	3	8	10	17	27	7	15	22
38	Dollar Institution	16	12	28	32	21	53	33	21	54	40	22	62	45	24	69
39	Dundee High School	78	26	104	27	10	37	34	10	44	33	29	62	35	19	54
40	Edinburgh, Daniel Stewart's College	254	—	254	59	—	59	71	—	71	66	—	66	54	—	54
41	Edinburgh, George Watson's Boys' College ..	523	—	523	145	—	145	164	—	164	221	—	221	187	—	187
42	Edinburgh, George Watson's Ladies' College..	—	325	325	—	60	60	—	92	92	—	104	104	—	91	91
43	Edinburgh Ladies' College	—	319	319	—	84	84	—	107	107	—	107	107	—	108	108
44	Glasgow, Allan Glen's School	28	—	28	70	—	70	127	—	127	195	—	195	51	—	51
45	Glasgow, Hutcheson's Boys' Grammar School	69	—	69	47	—	47	51	—	51	55	—	55	34	—	34
46	Glasgow, Hutcheson's Girls' Grammar School	—	92	92	—	38	38	—	56	56	—	64	64	—	62	62
47	Glasgow, St. Aloysius College	79	—	79	16	—	16	48	—	48	46	—	46	32	—	32
48	Inverness Royal Academy	32	42	74	10	9	19	10	11	21	18	10	28	20	14	34
49	Nairn, Rose's Academical Institution.. ..	26	23	49	1	2	3	2	12	14	3	2	5	4	8	12
50	Newton Stewart, Ewart and Douglas High Schools.	17	9	26	6	2	8	5	5	10	9	7	16	11	6	17
51	Perth, Sharp's Institution	1	—	1	6	5	11	18	23	41	28	39	67	25	36	61
52	St. Andrews, Madras College	58	62	120	9	9	18	9	11	20	14	12	26	14	18	32
53	Selkirk High School	2	3	5	3	4	7	7	5	12	13	4	17	4	9	13
54	Stonehaven, Mackie Academy	12	10	22	4	3	7	9	15	24	14	12	26	11	7	18
55	Tain Royal Academy	6	18	24	3	—	3	6	9	15	10	5	15	11	14	25
	Total	1332	1024	2356	552	260	812	770	405	1175	992	471	1463	815	451	1266
	Brought forward from previous page	1277	914	2191	497	362	859	738	528	1266	989	768	1757	698	737	1435
	Grand Total ..	2609	1938	4547	1049	622	1671	1508	933	2436	1981	1239	3220	1513	1188	2701

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'.—*Continued.*

AT THE CLOSE OF THE SCHOOL YEAR.																Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
etween 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	
...ys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 & 15.	Over 15.	Total.	Graduates	Non-Graduates		
95	—	95	68	—	68	36	—	36	34	—	34	809	—	809	884	—	884	68	357	300	725	23	12	3	33
9	9	18	1	4	5	—	1	1	—	—	—	40	54	94	40	54	94	—	42	48	90	4	1	2	34
6	3	9	7	3	10	1	1	2	—	—	—	49	26	75	55	39	94	18	42	29	89	5	2	1	35
13	18	31	14	7	21	3	5	8	—	—	—	117	77	194	188	128	261	49	74	89	212	9	9	1	36
6	12	18	3	3	6	—	2	2	—	—	—	38	54	90	65	78	143	48	40	46	134	5	8	—	37
33	16	49	11	9	20	4	4	8	—	4	4	198	121	319	214	133	347	25	155	138	318	9	11	2	38
30	30	60	13	12	25	5	4	9	3	8	11	180	122	302	258	148	406	92	134	151	377	16	18	1	39
35	—	35	12	—	12	2	—	2	1	—	1	300	—	300	554	—	554	248	185	88	521	12	12	6	40
135	—	135	58	—	58	15	—	15	1	—	1	926	—	926	1,449	—	1,449	493	502	381	1,376	20	31	6	41
—	70	70	—	52	52	—	24	24	—	10	10	—	503	503	—	828	828	287	263	215	765	12	53	15	42
—	92	92	—	87	87	—	27	27	—	10	10	—	622	622	—	941	941	295	277	301	873	8	64	16	43
46	—	46	32	—	32	9	—	9	—	—	—	560	—	560	588	—	588	25	357	179	561	16	18	4	44
31	—	31	16	—	16	3	—	3	5	—	5	252	—	252	321	—	321	64	142	93	299	6	6	7	45
—	38	38	—	22	22	—	8	8	—	3	3	—	291	291	—	383	383	84	148	120	352	6	15	10	46
12	—	12	8	—	8	3	—	3	—	—	—	165	—	165	244	—	244	67	106	54	227	4	8	4	47
18	11	29	7	6	13	5	5	10	6	3	9	94	71	165	126	113	239	59	60	90	209	6	6	2	48
1	7	8	3	4	7	—	5	5	—	3	3	16	43	59	42	66	108	38	19	34	91	3	3	1	49
10	9	19	7	2	9	4	—	4	—	—	—	51	31	82	68	40	108	21	30	42	93	4	6	1	50
10	10	20	3	3	6	—	6	6	—	—	—	88	106	194	89	106	195	1	99	68	168	6	8	2	51
10	8	18	3	3	6	3	2	5	1	2	3	68	66	129	121	128	249	108	62	58	228	6	8	5	52
2	1	3	—	1	1	—	1	1	—	1	1	29	26	55	31	29	60	5	34	17	56	3	1	1	53
8	4	12	1	8	9	1	6	7	1	2	3	49	57	106	61	67	128	19	53	54	126	6	1	4	54
7	11	18	2	6	8	1	3	4	—	1	1	40	49	89	46	67	113	18	29	51	98	3	4	2	55
517	349	866	269	232	501	95	104	199	52	47	99	4062	2319	6,381	5,394	3343	8,737	2127	3210	2651	7,988	192	305	96	
436	577	1013	204	332	536	49	197	246	22	153	175	3628	3654	7,282	4,905	4565	9,473	1917	3678	3105	8,700	263	236	119	
953	926	1879	473	564	1037	144	301	445	74	200	274	7690	5973	13,663	10,299	7911	18,210	4044	6888	5756	16,688	455	541	215	

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TABLE V.

I. FUND established under paragraph 6 of the Minute of 27th April 1899.

	£	s.	d.
Payment into Fund for the year 1899-1900 -	7,659	16	0
" " " 1900-1901 -	9,345	19	6
" " " 1901-1902 -	9,837	15	6
" " " 1902-1903 -	7,438	2	1
" " " 1903-1904 -	4,539	15	8
" " " 1904-1905 -	2,689	11	11
" " " 1905-1906 -	2,051	19	8
Total - - -	£43,562	19	10

The following Grants have been made from the Fund :—

	£	s.	d.
1901.			
Glasgow & West of Scotland Technical College	5,000	0	0
Glasgow School of Art - - - -	1,500	0	0
1904.			
Glasgow and West of Scotland Technical College - - - - -	5,000	0	0
Glasgow Athenæum - - - - -	1,500	0	0
Leith Nautical College - - - -	650	0	0
Edinburgh and East of Scotland College of Agriculture - - -	1,500	0	0
The West of Scotland Agricultural College -	3,800	0	0
Edinburgh Heriot Watt College - -	250	0	0
1905.			
Paisley Technical School - - -	500	0	0
The West of Scotland Agricultural College -	1,000	0	0
Paisley Technical School - - -	1,000	0	0
Edinburgh and East of Scotland College of Agriculture - - - -	327	0	10
1906.			
Edinburgh Heriot Watt College - -	250	0	0
Total - - -	£22,277	0	10
Balance standing to the credit of the Fund -	£21,285	19	0

II. SUM available under paragraph 2 of the Minute of 27th April, 1899.

£2,000. 1903-1904.	£	s.	d.
Agricultural Department of the Aberdeen University - - - -	500	0	0
Inspection Expenses of the Agricultural Institutions - - - -	77	6	0
Balance transferred to the Fund under paragraph 6 of the Minute, absorbed in Capital Grants to Agricultural Institutions - - - - -	1,422	14	0
	£2,000	0	0

£2,000. 1904-1905.	£	s.	d.
Inspection Expenses of the Agricultural Institutions - - - -	77	0	10
Balance paid as a Capital Grant to the Edinburgh and East of Scotland College of Agriculture - - -	1,922	19	2
	£2,000	0	0

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£2,000. 1905-1906.	£	s.	d.
Inspection Expenses of the Agricultural Institutions - - - -	87	9	5
Edinburgh and East of Scotland College of Agriculture — Forestry Classes conducted in the University of Edinburgh	100	0	0
The West of Scotland Agricultural College—Capital Grant to the Kilmarnock Dairy School - - - -	1,000	0	0
Balance carried forward to 1906-1907 -	812	10	7
	£2,000	0	0

£2,812 10s. 7d. 1906-1907.	£	s.	d.
Edinburgh and East of Scotland College of Agriculture—Grant in aid of Capital Expenditure - - - -	120	0	0
Balance available for Agricultural Education	2,692	10	7
	£2,812	10	7

TABLE VI.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1906, and of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN (BURGH).

Grant for year ended 31*st March* 1906 = 1,830*l.* 8*s.* 4*d.*
Scheme approved on 6th February, 1903
Allocation of grant :—

1. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :—

		£	s.	d.
Aberdeen Grammar School -	Aberdeen School Board.	500	0	0
„ Girls' High School -		500	0	0
„ Central Public School		75	0	0
„ Robert Gordon's College - -		500	0	0
„ Practising Church School - -		†150	0	0
United Free Church School - -		75	0	0
		£1,800	0	0

	£	s.	d.
2. Expenses of Committee, &c. - - - - -	60	15	8

* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1906.

† This amount has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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ABERDEEN (COUNTY).

Grant for year ended 31*st March* 1906 = 1,902*l.* 17*s.* 0*d.*
Contributions by local authorities = 1,107*l.* 3*s.* 9*d.*
Scheme approved on 6th January, 1906.
Allocation of grant:—

	£	s.	d.
I. To *secondary departments*, viz.:—			
A grant of 100*l.* each to Fraserburgh Academy, Huntly Gordon School, and Peterhead Academy on the fulfilment of certain conditions - - - -	300	0	0
II. Such proportion of the deficit on the working of Higher Grade Schools and Schools having Higher Departments in the County as the available amount may admit of. No grant will exceed 100*l.* or fall below 10*l.* - -	1,000	0	0
III. The sum of 100*l.* to Teachers of Schools not otherwise receiving aid under this Scheme on account of pupils who, having qualified for one of the Committee's Bursaries, for a University Bursary, or for Leaving Certificates, pass into approved Secondary Schools or continue to study secondary subjects for the ensuing year - - - - - - - - - - - -	100	0	0
IV. For Bursaries open to pupils of all Schools in the County save those mentioned under Head I.			
(*a*) 32 of the value of 4*l.* for the first year, and 6*l.* for the second, distributed over the eight districts of the County. Open to pupils of not more than 14 years of age, the subjects of examination being those for the examination under Article 29 of the Scotch Code, together with such specific subjects, if any, as may from time to time be determined, and tenable for two years at a School approved by the Committee.			
(*b*) — of the value of 15*l.* for the first year, and 20*l.* for the second. Open to pupils of not more than 16 years of age, the subjects of examination being English, Mathematics, Science, Latin, Greek, French and German—not more than four subjects to be taken, of which English must be one. Tenable for 2 years at a Secondary School or Higher Grade Department approved by the Committee, and may be prolonged for an additional year in respect of not more than three pupils in any one year.			
(*c*) Special Bursaries—not more than three in any one year—may be given to Candidates from Elementary Schools who distinguish themselves at the University Competition for Bursaries - - - - - -	550	0	0
V. Expenses of Committee - - - - - -	150	0	0

Grants for technical education:—	£
I. Local technical classes - - - - - - -	400
II. Subjects for women - - - - - - - -	200
III. Fishery - - - - - - - - - -	100
IV. Training of teachers - - - - - - - -	150
V. Contingencies - - - - - - - -	175
VI. Expenses - - - - - - - - -	175
	1,200

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Argyll County.

Grant for year ended 31*st March* 1906 = 988*l.* 10*s.* 10*d.*
Scheme approved on 22nd December 1905.

Allocation of grant :—	£	*s.*	*d.*
1. Expenses of Committee	40	0	0
2. One Bursary of 15*l.* for each of the seven Districts of the County, tenable for two (or three) years and open to pupils under 14 years of age, attending schools not participating in the Committee's Grants.			
3. Three-fourths of sum available after payment of Bursaries and Expenses to be used in making grants, subject to a maximum of 250*l.*, to Campbeltown Grammar School, Dunoon Grammar School and Oban High School in proportion to, but not exceeding three-fourths of, the deficit on the working of the Higher Grade Departments	600	0	0
4. One-fourth of funds as aforesaid to be used in making Grants to certain selected Schools, in proportion to, but not exceeding three-fourths of, the deficit incurred in giving advanced instruction in secondary subjects to pupils who have passed the Qualifying Examination (Article 29 of the Scotch Code)	200	0	0

Ayr County.

Grant for year ended 31*st March* 1906 = 2,891*l.* 3*s.* 4*d.*
Contributions by local authorities = 2,428*l.* 2*s.* 1*d.*
Scheme approved on 20th August 1904.

Allocation of Grant :—

1. Payment of Fees of pupils awarded Free Places in the following Schools:

	Number of Free Places.	£ Estimated Amount.
Ayr Academy	40	440
Kilmarnock Academy	40	90
Irvine Royal Academy	32	192
Beith, Spier's School	8	50
Ardrossan Academy	16	35

2. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Ayr Academy	75
Kilmarnock Academy	425
Irvine Royal Academy	247
Ardrossan Academy	167
Beith, Spier's School—Payment of the whole of the deficiency, up to, but not exceeding	62

3. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Largs Higher Grade Public School	60
Beith Academy	103
Dalry Higher Grade Public School	43
Old Cumnock Public School	129
Maybole Carrick Academy Higher Grade Public School	129
Girvan Higher Grade Public School	129
Ballantrae Public School	26

4. Bursaries of 10*l.* or 5*l.*, tenable for four years, at the following schools :—

	Number of Bursaries. Minimum.	Maximum.
Ayr Academy	12	24
Kilmarnock Academy	12	24
Irvine Royal Academy	8	16
Beith, Spier's School	4	8
Ardrossan Academy	4	8

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	£	s.	d.
5. Bursaries of from 2*l.* 10*s.* to 10*l.*, tenable for one or more years, for county scholars attending schools under Head 3, viz. :—20*l.* allowed for Bursaries at each school	140	0	0
6. Sum set aside for assistance of scholars attending Fee-paying schools	100	0	0
7. Expenses of Committee	100	0	0
8. *Allocation of grant for technical instruction. Scheme approved* on 13th January, 1906 :—			
(1) To Higher Grade Schools (excepting Kilmarnock Academy) Capitation Grant of 1*l.* on the average attendance of pupils from the rural district, provided that the total amount of such Capitation Grants does not exceed one-fourth of deficiency	250	0	0
(2) Agricultural Education :—			
(*a*) The West of Scotland Agricultural College — £550 0 0			
(*b*) Bursaries tenable at Farmers' Classes — 20 0 0			
(*c*) Bursaries tenable at the Dairy School — 15 0 0			
(*d*) Bursaries tenable at Foresters' Classes — 10 0 0	595	0	0
(3) Continuation Classes.			
(*a*) Grants equal to one-half of the sum contributed locally towards Technical Education by the Town Council to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III. of the Continuation Class Code	600	0	0
(*b*) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction	300	0	0
(*c*) Towards Salaries of County Lecturers and Assistants	200	0	0
(4) Special Classes.			
(*a*) Training of Teachers (Art. 91 (d) of Scotch Code)	100	0	0
(*b*) Short Courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code	50	0	0
(5) Grants towards equipment of Technical Schools and Classes	50	0	0
(6) Railway fares of Students at Technical Classes	200	0	0
(7) Prizes for promoting original work and design	50	0	0
(8) (*a*) Junior Scholarships (Art. 79 (a) Continuation Class Code) of 10*s.* to 4*l.* (which may be increased to 1*l.* to 8*l.*) open to pupils in rural districts	250	0	0
(*b*) 6 Senior Scholarships (Art. 79 (b) of Continuation Class Code) of 25*l.* (which may be increased to 50*l.*) tenable for three years	150	0	0
(*c*) Scholarships to Teachers for residence and study abroad	50	0	0
(9) Expenses of organisation, etc.	350	0	0

Banff County

Grant for year ended 31st March 1906 = 856*l.* 5*s*
Contributions by local authorities = 48*l.* 15*s.* 8*d.*
Secondary Scheme approved on 17th January, 1906.
Technical Scheme approved on 1st December, 1904.

Allocation of grant :—

1. (*a*) Grants to Higher Grade Public Schools :—	£	s.	d.
Aberlour Public School	65	0	0
Banff Academy Public School	*105	0	0
Buckie Public School	90	0	0
Fordyce Academy Public School	*190	0	0
Keith Public School	95	0	0
Mortlach Public School	65	0	0
	£610	0	0

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

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	£	s.	d.
(*b*) Grants of amounts ranging from 10*l.* to 46*l.* to 11 other Public Schools	209	0	0
N B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.			
2. Expenses of Committee	43	0	0
Technical education.—Sums contributed by the Burghs of Buckie and Keith (viz.: 37*l.* 19*s.* 8*d.* and 12*l.* 16*s.* 0*d.* respectively) to be handed to the School Boards to be applied towards Technical Education in Continuation Classes in those Burghs	48	15	8

Berwick County.

Grant for year ended 31st March 1906=530*l.* 12*s.* 6*d.*
Contributions by local authorities=674*l.* 16*s.* 6*d.*
Scheme approved on 21st December 1905.
Allocation of grant:—

	£	s.	d.
1. Expenses of Committee	25	9	0
2. Grants to Secondary Departments in:—			
Coldstream Public School	50	0	0
Lauder " "	30	0	0
3. To the School Board of Duns towards the cost of maintaining the Berwickshire High School conditional upon a sufficient proportion of the grant being devoted to payment of students' travelling expenses	950	0	0
4. Grant towards the maintenance of the Edinburgh and East of Scotland College of Agriculture	50	0	0

Bute County.

Grant for year ended 31st March 1906=399*l.* 10*s.* 11*d.*
Scheme approved on 30th January 1906.
Allocation of grant:—

	£
1. Expenses of Committee	15
2. Six Bursaries of 15*l.*, tenable at Rothesay Academy, by scholars from Arran (4) and Cumbrae (2)	90
3. Grants of 2*l.* to three scholars from Kingarth parish attending Rothesay Academy as free scholars	6
4. Fixed Grant to Rothesay Academy, on condition that certain free scholarships are given	*290

Caithness County.

Grant for year ended 31st March 1906=559*l.* 14*s.* 11*d.*
Contributions by local authorities=194*l.* 10*s.* 1*d.*
Scheme approved on 12th January, 1906.
Allocation of grant:—

	£
I. Subsidies to central schools, under certain specified conditions, and provided the grant does not exceed seven-eighths of the deficiency upon the working of the Higher Departments, viz.:	
Thurso Miller Institution Higher Grade Public School	100
Wick Pulteneytown Academy Higher Grade Public School	100
Lybster Higher Grade Public School	90
Castletown Higher Grade Public School	60
Halkirk Public School	60
Keiss "	60

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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II. Bursaries :—

(*a.*) Five Bursaries of 5*l.* open to scholars under 15 attending (*a*) the Central Schools mentioned under Head I, or (*b*) the Non-Central Schools in the Burghs of Wick and Thurso, or within two miles of these Burghs, for two years at Central Schools, to be increased to 10*l.* when pupils leave their homes to attend such a school. Not more than two Bursaries to be awarded in any one school, though power is reserved to increase the number to any school under certain circumstances.

(*b.*) Three Bursaries of 10*l.*, and three of 7*l.* 10*s.*, tenable for two years, at Central Schools, open to all pupils under 13, except those attending schools mentioned under Head II (*a*). Not more than one Bursary of each value to be awarded in any one school.

(*c*) One Bursary of 10*l.*, tenable for two years, open to all scholars under 15 who have received their Elementary Education in the County until they reached the age of 13 in schools in the county other than those enumerated under Head II (*a*) and are at the date of Examination attending the enumerated schools.

III. Premiums of 2*l.* to Headmasters of Non-Central Schools for each candidate from their Schools obtaining a Bursary under Head II. (*b*), and thereafter attending a Central School for at least one year.

	£	s.	d.
IV. Grants to defray expenses of Fishermen resident in the County attending demonstrations by the Scientific Staff of the Fishery Board of Scotland at the Marine Laboratory, Bay of Nigg, Aberdeenshire	20	0	0
V. Grants of 10*l.* each towards the expenses of equipment of Laboratories in Castletown, Halkirk, Lybster, and Keiss Schools	40	0	0

VI. Expenses of Committee.

Clackmannan County.

Grant for year ended 31*st March* 1906 = 538*l.* 17*s.* 11*d*
Contributions by local authorities = 14*l.* 6*s.* 4*d.*
Scheme approved on 14th December 1903.

Allocation of grant :—	£	s.	d.
Expenses of Committee	21	5	10
Fixed subsidy to Dollar Institution	120	0	0
Fixed subsidies to secondary departments at :—			
Alva	100	0	0
Tillicoultry	85	0	0
Alloa (Burgh)	*230	0	0

Dumbarton County.

Grant for year ended 31*st March* 1906 = 1,410*l.* 3*s.* 10*d*
Scheme approved on 14th January 1904.

Allocation of grant :—

1. *Grants to Higher Departments* in :—	£	£
Bonhill, Vale of Leven Academy Higher Grade Public School	100	
Row, Helensburgh, Hermitage "	100	
Dumbarton Burgh Academy "	100	
Old Kilpatrick, Clydebank "	100	
New Kilpatrick "	100	600
Lenzie Academy "	80	
Luss Public School	10	
Cumbernauld Public School	10	

2. *Capitation grants* to the above-named schools on the average attendance of Scholars, resident in the county, who have satisfied the

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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requirements of Article 29 of the Scotch Code and attend the Secondary Department, viz. :—

1*l.* for 1st year in attendance.
1*l.* 10*s.* for 2nd year in attendance.
2*l.* for 3rd year in attendance.

3. *Scholarships*, 24 at 5*l.*, tenable for three years at the above-named central schools, excluding Luss and Cumbernauld Public Schools; these scholarships are to be offered for competition amongst scholars in attendance in the Elementary Department of any of the State-aided schools in the County.

4. A Grant of £1 to the Head Master of any State-aided school, other than those mentioned above, in respect of each pupil who gains 50 per cent. of marks at the Bursary Competition, and completes a 1st year's course in one of the central schools.

DUMFRIES COUNTY.

Grant for year ended 31*st March* 1906 = 970*l.* 16*s.* 1*d.*

Contributions by local authorities = 1,231*l.* 13*s.* 4*d.*

Scheme approved on 12th March, 1906.

Allocation of grant :—

A. *Annual grants to "Selected Schools"* viz. :—Dumfries Academy, Wallace Hall Academy, Annan Academy, Dryfesdale Public School, Langholm Academy and Moffat Academy.

	£
(1.) Fixed grant to Dumfries Academy	200
(2.) Grants in proportion to population and valuation of districts served	*600
(3.) Grants in proportion to the average attendance of scholars qualified in terms of Article 29 of the Code	600
B. *Apparatus grants* to the "Selected Schools" mentioned under head A.	100

C. *Building grant* on certain conditions to Wallace Hall Academy (balance of 225*l.*)

D. *Bursaries and Free Scholarships at Selected Schools*, viz. :—

Two Bursaries of 15*l.*, four of 12*l.* 10*s.*, and six of 10*l.* (or such other number and of such value as the Committee may determine) tenable for three years by children under 13 years of age who live more than three miles from the nearest "selected school."

Twelve free scholarships of 2*l.* tenable under similar conditions by children living less than three miles from a "selected school."

E. *Advanced Bursaries and Free Scholarships at Dumfries Academy.*

Two Bursaries of 20*l.*, and four of 15*l.*, (or such other number and of such value as the Committee may determine) tenable for two years by children who reside more than three miles from Dumfries Academy.

Six free scholarships of 5*l.*, tenable, under similar conditions, for two years by children who reside less than three miles from Dumfries Academy.

	£
F. *Grant to West of Scotland Agricultural College*	200

G. *Bursaries &c., tenable at the West of Scotland Agricultural College.*

One Bursary of £25 (and such other number of Bursaries, and of such value as the Committee may determine), tenable for two years, and three of £5 each, tenable for one year.

Allowances of 2*s.* 6*d.* a day, with class fees and return railway fare, to Students attending Dairy Classes

H. A sum, to be determined by the Committee, may be expended in contributing towards the maintenance and instruction of the blind. £ 50
Agricultural experiments, instruction in agriculture, bee-keeping, &c.

* These payments have been specially sanctioned under paragraph (3) of the Minute of 10th June, 1897.

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K. Classes for the further instruction of teachers, and travelling expenses.

L. *Expenses of Committee* - - - - - - £125 0 0

DUNDEE BURGH.

Grant for year ended 31st March 1906 = 1,911*l.* 17*s.* 9*d.*

Scheme approved on 31st January 1902.

Allocation of grant :—

After providing for the Committee's expenses, the said amount to be divided as follows :—

Dundee High School, one-half.

*The School Board of the Burgh of Dundee for their Harris Academy and Morgan Academy Higher Grade Schools, the remaining one-half.

The grants are conditional upon the establishment of certain free scholarships.

EDINBURGH CITY.

Grant for year ended 31st March 1906 = 3,568*l.* 10*s.* 5*d.*

Scheme approved on 18th December, 1902.

Allocation of grant :—

Grants to higher class schools conditional upon the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.* £	*s.*	*d.*
Edinburgh Royal High School	40 (for boys)	850	0	0
Edinburgh Ladies' College	52 (for girls)	650	0	0
Edinburgh, George Watson's College for Boys	24 (for boys)	200	0	0
Edinburgh, George Watson's College for Girls	28 (for girls)	350	0	0
Edinburgh, Daniel Stewart's College	24 (for boys)	200	0	0
Total	168	2,250	0	0

Scholarships of 5*l.* tenable for four years at Heriot's Hospital School = 200*l.*

A sum of 945*l.* towards the salaries of teachers and towards providing books and apparatus in Higher Grade Departments, viz. :—

	£
Edinburgh School Board	635
Governors of Gillespie's School	*210
Managers of Church of Scotland Normal School	50
Managers of United Free Church School	50
	945

EDINBURGH COUNTY.

Grant for year ended 31st March 1906 = 1,192*l.* 17*s.* 2*d.*

Scheme approved on 5th January 1906.

Allocation of grant :—

Expenses of Committee = 70*l.*

* These payments have been specially sanctioned under paragraph 10 (5) of the Minute of 10th June, 1897.

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Grants to Higher Grade Schools :—

West Calder, Penicuik, Lasswade, Dalkeith, Juniper Green, Musselburgh. } at 70*l.* each = 420*l.*

An extra Grant of 5*l.* to each Board expending 15*l.* of its grant in paying the travelling expenses to Higher Grade Schools or Departments of Scholars, not being School Bursars, qualified in terms of Article 29 of the Code.

N.B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.

Bursaries :—

	£	s.	d.
12 *School Bursaries* of 3*l.* for the first, 7*l.* 10*s.* for the second, and 15*l.* for the third year, with travelling expenses, for three years, tenable at a Higher Grade School, and awarded by competitive examination amongst children under 13* years of age in attendance at State-aided schools who have satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code - - - -	136	0	0
5 *County Bursaries* of 20*l.*, with travelling expenses, for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools - - - - - - - - - -	250	0	0
Travelling Expenses of Bursars (as above) - - - - -	50	0	0

Capitation grants of 15*s.*, 10*s.* and 5*s.* to Head Teachers of Elementary Schools for each scholar qualified in terms of Article 29 of the Code, transferred to, and remaining for one session at, Higher Grade Schools or Higher Departments.

Elgin County.

Grant for year ended 31st March 1906=672*l.* 12*s.* 10*d.*
Contributions by local authorities = 225*l.* 15*s.* 3*d.*
Scheme approved on 29th December 1905.
Allocation of grant :—

1. *Direct subsidies* to the following schools, the grants to the four centres first named being made on condition that free secondary education is given to children who obtain grants under head 2, viz. :—

	£	s.	d.
Elgin Academy - - - - - - -	285	0	0
Milne's Institution, Fochabers - - - - - -	40	0	0
Forres Public School - - - - - -	50	0	0
Grantown Public School - - - - - -	50	0	0

2. (*a.*) *Free railway tickets and grants* of 5*l.* to a certain number of children, in specified parishes, who, being under 14 years of age are qualified in terms of Article 29 of the Code to attend the nearest central school for secondary education, or the money value of such tickets towards cost of boarding at the centre.

(*b.*) Two *Bursaries* of 20*l.* and five of 10*l.* for children in certain specified parishes, and two *Bursaries* of 10*l.* for other pupils in outlying districts not otherwise provided for.

3. *Grants for technical education.*—

	£
(*a.*) Victoria School of Science and Art, Elgin - - -	80
Milne's Institution, Fochabers - - - - - -	20
Grantown Public School - - - - - -	20
Forres Public School - - - - - -	20
	140

* Scholars over 13 years for School Bursaries in schemes shall receive Bur

We are presently preparing at Higher Grade Schools ... participation of continuance of conditions ... if among the first four successful candidates.

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(*b.*) One Bursary of 20*l.* tenable at some technical school or college.

(*c.*) Grants for Laundry-work and Cookery = 30*l.*

(*d.*) For teachers' classes under Art. 91 (*d*) of the Code = 40*l.*

(*e.*) Grants to assist teachers in attending Vacation Courses at home or abroad, in terms of Article 91 (*d*) = 20*l.*

(*f.*) Grants for pupils in attendance at Navigation Classes, on the subject being favourably reported on by His Majesty's Inspector = 10*l.*

(*g.*) Grants to enable fishermen to attend lectures and demonstrations at Marine Station, Bay of Nigg, Aberdeen, or elsewhere, under the Fishery Board of Scotland = 20*l.*

Fife County.

Grant for year ended 31*st March* 1906 = 2,524*l.* 7*s.* 9*d.*

Scheme approved on 23rd December 1903.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—	£	£
Cupar Bell Baxter School	120	
Dunfermline High School	120	
Kirkcaldy High School	120	= 600
St. Andrews Madras College	120	
Anstruther Waid Academy	120	

(b.) *Capitation grants* to each of these schools of 5*l.* for free scholars (not exceeding 24 in number) who have previously attended for three years at a State-aided school, and propose to follow the full curriculum of a secondary education.

[The free scholars are selected by competitive examination.]

Bursaries : –

Two Bursaries of 10*l.* in connexion with each of the five above-named schools, tenable for three years, and awarded after competitive examination amongst children living three or more miles from a secondary school.

Grants of 5*l.* to 10*l.* to each of not more than 10 scholars who have previously attended a State-aided School for three years and who propose to follow the full curriculum of a Secondary Education, but whose residence is at such distance from a higher class school as to prevent advantage being taken of the free scholarships provided above.

Extra grants for strengthening school staff to :—
Dunfermline High School, 60*l.*
Kirkcaldy High School, 40*l.*

(A further grant of 40*l.* will be given to Dunfermline High School if the funds permit.)

Grants to the following nine schools :—Burntisland, Ferryport-on-Craig, Newport, Leslie, Markinch, Newburgh, Leven, Tulliallan and Kincardine, and Buckhaven.

(a.) *Direct subsidy* of 70*l.* to each for teachers' salaries.

(b.) *Further grants* of 25*l.* or 10*l.* according to whether secondary instruction is good or fair.

Grant to Falkland Public School, of 25*l.* or 10*l.* according to whether the secondary instruction is good or fair.

Expenses of Committee, 70*l.*

Forfar County.

Grant for year ended 31*st March* 1906 = 1,505*l.* 9*s.* 4*d.*

Scheme approved on 3rd December 1903.

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Allocation of grant :—

I. *Grants to higher class public schools*, viz.—

Arbroath High School,
Brechin High School,
Forfar Academy,
Montrose Academy, as follows :—

Annual grant to each of 250*l.* = 1,000*l.*
on condition that at least 25 free scholarships are provided in each school for children requiring aid for higher education.

II. *Grants to Higher Grade departments* in Broughty Ferry Grove Academy and Kirriemuir Webster's Seminary :—

1. Annual grant of 80*l.* each = 160*l.*

2. Capitation grants of 15*s.* per pupil in the first year's course; 1*l.* 10*s.* in the second year's, and 2*l.* 10*s.* in the third year's course on condition that at least one free scholarship is provided in each school for every 10*l.* of grant received from the Committee. But no school shall receive more than 230*l.* in all, or 100*l.* for each graduate employed in the higher grade department.

III. *To recognised central schools* situated four miles or more from schools aided under heads I. or II., grants of 25*l.* in addition to capitation grants as specified under head II. But total grant to any school must not exceed 60*l.*

IV. *Capitation grants* to other State-aided day schools in the county, of 1*l.* for each scholar who satisfies His Majesty's Inspector in terms of Article 29 of the Code and who completes a first year's course in a school or department recognised under Chapter IX of the Code or in a higher class school.

V. *Expenses of Committee, not exceeding* 40*l.*

Glasgow Burgh.

Grant for year ended 31st March 1906 = 6,822*l.* 1*s.* 0*d*

Scheme approved on 15th February 1906

Allocation of grant :—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon provision of free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow, viz. :—

		£
Glasgow High School (boys)	60 free scholarships	1,600
„ High School for Girls	60 „ „	880
Hutchesons' Grammar Schools (boys and girls jointly)	48 „ „	600
Allan Glen's School (boys)	42 „ „	600
St. Aloysius' College (boys)	30 free scholarships in the four schools	250
Secondary departments in : St. Mungo's Academy (boys)		*250
Our Lady and St. Francis' School (girls)		100
Convent School, Garnethill (girls)		80
Govan Dowanhill Practising R.C. School (girls)	20 free scholarships	25
Provanside Public School, John Street „, Kent Road „, Whitehill „, Woodside „	(boys and girls) 150 free scholarships	*1,950
		6,385

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June 1907.

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Grant to school board for higher instruction in continuation classes=*340*l.*

Glasgow Athenæum Commercial College=150*l.*

Expenses of Committee and Contingencies=100*l.* 14*s.* 10*d.*

Govan Parish.

Grant for year ended 31st March 1906=2,409*l.* 16*s.* 3*d.*

Contributions by local authorities=400*l.*

Scheme approved on 5th January 1904.

Allocation of grant:—

Grants to secondary departments in the following schools:—

	£
Strathbungo Public School	*335
Fairfield Public School	*338
Albert Road Public School	*339
Bellahouston Academy Public School	*375
Hamilton Crescent Public School	*275
Hillhead School	*699
	2,379

These grants are given on condition that 240 free places are provided in four last-mentioned schools, the first two being free schools.

	£	s.	d.
Grant to enable Roman Catholic Scholars to attend certain specified Secondary Schools and Departments	149	0	0
Grant for supply of books to free scholars	175	5	0
Grant for promoting higher instruction in Classes under the Continuation Class Code	*120	0	0
Expenses of Committee	40	0	0

Haddington County

Grant for year ended 31st March 1906=610*l.* 13*s.* 6*d.*

Contributions by local authorities=69*l.* 2*s.* 0*d.*

Scheme approved on 3rd February 1905.

Allocation of grant:—

(1) *Grants to higher class schools and to higher grade departments of State-aided Schools*:—

	£	s.	d.
North Berwick High School	100	0	0
Haddington, Knox Institute	100	0	0
Dunbar (Burgh) Higher Grade Public School	40	0	0

(2) *For School Bursaries*:—(a) Bursaries of 5*l.* for three years (and if funds permit payment towards travelling expenses) to scholars who, after gaining the merit certificate or being authorised for enrolment in terms of Article 29 of the Scotch Code at any State-aided School, other than that in receipt of a slump grant, attend a Higher Class Public School, or a School with an approved Higher Department in the County, £310.

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1907.

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(b) *Capitation grants* of 1*l.* to schools which do not receive other aid under the scheme, for each scholar who, having gained a Merit Certificate, or having been authorised for enrolment in terms of Article 29 of the Scotch Code at such school, receives instruction for at least one year in an approved secondary school, or in a school with an approved higher department, 30*l.*

Expenses of Committee = 30*l.*

Technical Education :—

	£	s.	d.
To North Berwick High School for apparatus for physical laboratory and teachers' salaries (including sum voted last year and interest) - - -	172	11	6

Inverness County.

Grant for year ended 31*st March* 1906 = 1,156*l.* 14*s.* 5*d.*

Contributions by local authorities = 325*l.* 3*s.* 5*d.*

Scheme approved on 29th January 1906.

Allocation of grant :—

Bursaries and Special Subsidies :—

I. District Bursaries.—(*a.*) Ten Bursaries of 15*l.*, one to each county district and two additional to the Skye District, tenable for three or more years at certain specified Schools : where attendance does not involve continuous residence from home, only one-half of the said sum will be payable. Competitors must be not less than twelve or more than fifteen years of age.

(*b*) Five special Bursaries of 15*l.*, irrespective of districts, tenable for three or more years.

Note.—A premium will be paid to the teacher, of 1*l.* for each successful competitor for a Bursary, and will be increased by 1*l.* for each of two Secondary specific subjects in which the successful Bursar shows satisfactory grounding.

II. Centre Bursaries.—100*l.* will be allotted in yearly Bursaries not exceeding 5*l.* to pupils not holding Bursaries under head I.

III. Special fixed inclusive subsidies to :—

	£
Inverness Royal Academy - - - - -	100
Kingussie Public School - - - - - -	50
Portree Public School - - - - - -	50
Fort William Public School - - - - -	50
Glen-Urquhart Public School - - - -	50

These subsidies are conditional upon the provision of free education for County pupils or Bursars under this scheme.

C. *Expenses of the Committee* = 60*l.*

The Scheme for Technical Education is suspended for the year ending 15th May, 1907, except as follows :—

1. Bursaries awarded under previous Schemes.

2. A grant of £50 to Aberdeen and North of Scotland Agricultural College.

3. Further instruction of rural teachers (Art. 91 (d) of the Code).

4. Special Grant of 75*l.* to Burgh School Board, for the High School, on condition that the School, with its Technical and Science Staff and equipment, be available to County Pupils or Teachers.

5. The committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education from any probable balance of the fund within the currency of this Scheme.

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KINCARDINE COUNTY.

Grant for year ended 31st March 1906 = 534*l.* 19*s.* 4*d.*

Contributions by local authorities = 272*l.* 19*s.* 6*d.*

Scheme approved on 24th December 1903.

Allocation of grant:—

I. *Grant to higher class school*:—
Stonehaven, Mackie Academy = 210*l.* conditionally upon the provision of certain free places.

II. *Grant for maintenance of secondary department* at Banchory-Ternan Central Public School = 70*l.*

III. Twenty free scholarships of the annual value of 7*l.* (with an additional allowance in some cases for travelling or boarding), tenable for one year at higher class schools or the secondary department at Banchory-Ternan or in the Practising School attached to either of the Training Colleges at Aberdeen by scholars under 13, qualified under Article 29 of the Code, who have attended a public or State-aided School in the County and who reside more than 3 miles from the schools receiving grants under heads I. or II. = 140*l.*

IV. *Grants to School Boards or Managers of State-aided Schools* in the case of Schools not in receipt of grants under heads I. or II. in respect of Scholars transferred to more advanced Schools or Departments, 15*s.* per head, payable to the teaching staff.

V. *Grants for Technical Education*:—

	£
(1.) Stonehaven, Mackie Academy	150
(2.) Banchory-Ternan, Central Public School	15
(3.) Montrose Academy	20
(4.) Teachers' classes under Art. 91 (*d*) of the Code, and grants to Teachers attending Technical Classes not exceeding	100

(5.) Capitation grants to technical classes, in schools not otherwise in receipt of Grants under head V. in terms of the Continuation Class Code or otherwise, under certain conditions and within certain limits, of 3*s.* 4*d.* for theoretical and 6*s.* 8*d.* for practical instruction per pupil per hour per week for a minimum session of 15 weeks.

[The Committee have intimated that lack of funds will prevent payment under this section.]

The expenses of the Committee to be met from the balance.

KINROSS COUNTY.

Grant for year ended 31st March 1906 = 270*l.* 15*s.* 7*d.*

Scheme approved on 1st February 1898.

Allocation of grant:—

So far as funds permit free scholarships at Dollar Institution, for not more than 4 years (with travelling expenses), will be provided for scholars who are qualified for enrolment in terms of Article 29 of the Code, or possess an equivalent qualification recognised by the Scotch Education Department. Selection will be by examination if necessary.

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KIRKCUDBRIGHT COUNTY.

Grant for year ended 31*st March* 1906 = 619*l.* 13*s.* 3*d.*

Contributions by local authorities = 321*l.* 2*s.* 4*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

Grants to higher class schools under certain conditions, viz.:—

	£	£
Kirkcudbright Academy (12 free places)	200	335
Dumfries Academy (8 free places)	90	
Ewart and Douglas High Schools Newton Stewart (4 free places)	45	

(The free places are to be awarded to children of not more than years of age who live within 4 miles of the School.)

Grants to higher grade departments at :—

	£	£
Castle Douglas Public School	90	180
Dalbeattie „ „	90	

Grants for Technical Education to :—

	£	s.	d.
Kirkcudbright Academy	66	0	0
Castle Douglas Public School	70	0	0
Dalbeattie Public School	70	0	0
School Board of Kirkcudbright Burgh (for technical or science instruction)	26	1	2
School Board of Castle Douglas (for technical or science instruction)	20	0	0
Dumfries Academy	10	0	0

Bursaries :—14 Bursaries of 15*l.*, tenable for 4 years, and open to pupils, not more than 13 years of age, who live more than 4 miles from any of the above-named schools.

Expenses of Committee = 40*l.*

LANARK COUNTY.

Grant for year ended 31*st March* 1906 = 5,333*l.* 5*s.* 2*d.*

Scheme approved on 24th December 1903.

Allocation of grant :—

	£
(*a.*) *Expenses of Committee*	150
(*b.*) *Grant* to Hamilton Academy	650
(*c.*) *Capitation grants* of 2*l.* 10*s.* on the average attendance of pupils who have satisfied the requirements of Article 29 of the Code, to 19 selected Higher Grade Schools situated at suitable Centres throughout the County. Estimated at	3,533

In schools where fees are charged, one free place must be provided for each 10*l.* of Grant obtained. In no case will the Committee's grant exceed three-fourths of a certified deficiency as shown by the School accounts.

	£
(*d.*) *Grants* of 2*l.* to teachers of other than Central Schools in respect of each pupil who gains the Merit Certificate or passes the qualifying examination and is transferred to an approved Secondary Department	600
(*e.*) Ten Bursaries of 10*l.* for Upper Ward, ten of 5*l.* for Middle Ward, and ten of 5*l.* for Lower Ward, tenable for two or more years at Central Schools by scholars from parishes that have no Central School. The 10*l.* Bursaries will be increased to 12*l.* 10*s.* in the second and to 15*l.* in the third year: the 5*l.* Bursaries to 7*l.* 10*s.* in the second and to 10*l.* in the third year	200

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	£
(*f.*) Four 15*l.* Bursaries tenable for two years at Hamilton Academy, by scholars who have completed two years of advanced instruction in other Schools - - -	60
(*g.*) Payments to second and third year Bursars - - -	360

Leith Burgh.

Grant for year ended 31*st March* 1906 = 1,022*l.* 10*s.* 2*d.*

Scheme approved on 2nd January, 1906.

Allocation of grant:—

Subsidies to secondary departments in—

	£	£	*s.*	*d.*
Trinity Academy (formerly Craighall Road Public School) - - - - - - - - -	*176	652	0	0
Leith Academy - - - - - - - - -	*476			
Bursaries at the above-named schools - - - -		224	0	0
Grant to evening school. For Bursaries and maintenance of Leith Technical College - - - - - - - -	*100	0	0	
Expenses of Committee - - - - - - - -		46	10	3

Linlithgow County.

Grant for year ended 31*st March* 1906 = 905*l.* 14*s.* 4*d.*

Contributions by local authorities = 892*l.* 2*s.* 2*d.*

Secondary Scheme approved on 21st February, 1905.

Technical Scheme approved 10th January, 1906.

Allocation of grant:—

A. *Grants to higher class school and secondary departments*, viz.:—

	£	£
(*a.*) To Linlithgow Academy (higher class school) -	200	400
(*b.*) To Bathgate Academy (secondary department) -	100	
„ Bo'ness, Anderson Academy (secondary department) - - - - - - - - -	100	

(*c.*) Further grants to the above-named schools directly proportioned to, but not exceeding two-thirds of, a certified deficiency as shewn by the school accounts.

B. Payment of railway fares to recognised centre schools of scholars qualified in terms of Article 29 of the Code, at schools two or more miles from such centres.

C. Grants to the teachers in schools not receiving a grant under head A, of 1*l.* for each scholar qualified in terms of Article 29 of the Code, who is transferred to and remains in a secondary school or department for at least two years.

Technical Education.

Special Technical Classes:—

(*a*) Provision of Special Classes at Bo'ness, Linlithgow, Bathgate, Broxburn, Fauldhouse, Torphichen, Kirkliston and Blackridge, for a three years' course or otherwise in technical subjects, students to be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.

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* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

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(*b*) Provision of Special Classes for Teachers at Bo'ness and Bathgate, in the subject of Woodwork, teachers to be allowed their railway fares, provided they attend the final Examination.

(*c*) Payment of class fees and railway fares to enable students, who have attended satisfactorily the Classes referred to under (*a*) for three sessions, to attend classes at other places approved by the Committee.

(*d*) A grant of 100*l.* to the Edinburgh and East of Scotland College of Agriculture to carry on experiments within the County, and to establish classes in agricultural subjects.

Nairn County.

Grant for year ended 31*st March*, 1906=292*l.* 12*s.* 7*d.*

Scheme approved on 15th January, 1904.

Allocation of grant:

1. University Bursary of 16*l.* tenable for three years, open to pupils of *Nairn, Rose's Academical Institution.*
2. Instalment of Bursary of 30*l.*, awarded under scheme for 1901-1902 tenable for four years at a Secondary School.
3. The ordinary school fees at *Nairn Rose's Academical Institution* to be paid for pupils under 13 from State-aided Schools who have qualified in terms of Article 29 of the Scotch Code.
4. After payment of *Committee's expenses* the residue of the grant to go to *Nairn, Rose's Academical Institution*, under certain conditions.

Orkney County.

Grant for year ended 31*st March*, 1906=504*l.* 16*s.* 6*d.*

Scheme approved on 13th November, 1902.

Allocation of grant:—

1. *Expenses of Committee*, 40*l.*

2. *Capitation Grants* of 3*l.* on the average attendance in the Higher Grade Departments of—

	£
Kirkwall (Burgh) Public School (total grant not to exceed	160)
Stromness Public School - („ „	90)

3 (*a*). Ten Bursaries of 3*l.* tenable for two years at a Secondary School, open to pupils from schools other than those mentioned under Head 2, who have satisfied His Majesty's Inspector in terms of Article 29 of the Code, and are under 14.

(*b*). Five Bursaries of 12*l.* open to pupils under 16, and three of 6*l.* for pupils residing in the Parishes of Kirkwall and St. Ola and Stromness, tenable for two years with free education at Kirkwall or Stromness Public Schools.

Peebles County.

Grant for year ended 31*st March*, 1906=359*l.* 13*s.* 8*d.*

Scheme approved on 23rd November, 1897.

Allocation of grant:—

To higher class school, viz.:
Peebles Burgh and County High School, 350*l.*

Payment of one half the deficit on the working of the higher department of West Linton Public School, up to but not exceeding 16*l.*

The remainder to be held over for the *Committee's expenses*, &c., and any balance remaining in hand to be added to the grant to Peebles Burgh and County High School.

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Perth County.

Grant for year ended 31*st March* 1906 = 1,516*l.* 19*s.* 2*d.*

Scheme approved on 11th December, 1905.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
(*a.*) Direct subsidies :—		
Perth Academy	200	570
Perth, Sharp's Institution	120	
Crieff, Morrison's Academy	150	
Callander, McLaren High School	100	

(*b.*) *Capitation grant of* not more than 1*l.* on the average attendance of scholars in the above schools who are over 12 years of age. (The grant may be reduced or withheld if efficiency of secondary instruction is unsatisfactory.)

(2.) *Grants to higher grade departments in* :—

Aberfeldy Public School.
Blairgowrie Public School.
Alyth Public School.
Coupar-Angus Public School.
Pitlochry Public School, viz.:—

(*a.*) *Capitation grants of* 2*l.* on average attendance of pupils who are qualified under Article 29 of the Code.

(3) Five bursaries (one for each county district) of 15*l.* tenable for three years at a Higher Class School or Higher Grade Department to be approved by the Committee, open to Scholars under 12 who are qualified under Article 29 of the Code and whose residence is more than three miles from any of the Schools named in sections (1) or (2) above.

(4) Grant of 3*l.* to teacher of the Elementary School in which bursar was prepared.

(5.) A sum of 30*l.* reserved for awarding Grants and Bursaries in cases considered by Committee to be deserving of exceptional treatment.

(6.) *Expenses of Committee* = 50*l.*

Renfrew County.

Grant for year ended 31*st March* 1906 = 3,328*l.* 19*s.* 10*d.*

Scheme approved on 31st January 1906.

Allocation of grant :—

Grants to higher class schools :—

	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy („ „ „ 100 „ „)	650
Grant (1) for free places in higher class schools in Glasgow, for scholars from the parishes of Eaglesham and Mearns, and that part of the County which lies north of the River Clyde and scholars attending Busby Public School and (2) for free places in Spier's School, Beith, for scholars from the parishes of Lochwinnoch, Neilston, and Kilbarchan, and (3) for free places (not exceeding 20) for Roman Catholic scholars in secondary schools in Glasgow, not exceeding 6*l.* per scholar (about)	300

The free places will be awarded by competitive examination. Roman Catholic children gaining free places may attend at Roman Catholic Secondary Departments in Paisley or Greenock, and will receive travelling expenses.

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Grants to higher departments in State-aided schools of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
†Paisley, John Neilson Institution (on condition that 20 free places are provided)	250*
Greenock, Holmscroft Public School	350*
Cathcart, Queen's Park Public School	350*
Kilmacolm Public School	90
Shawlands Academy	200*
Port Glasgow, Jean Street Public School	90
Renfrew Burgh, Blythswood Testimonial Public School	90
Neilston, Grahamston Public School	120*
Paisley Camphill Public School	100

To secondary departments which may be established in Roman Catholic schools in Paisley or Greenock a capitation grant of 4*l.* (for two years only) in respect of each Roman Catholic scholar in attendance who has passed the qualifying examination under Article 29 of the Scotch Code and resides within the district of the Committee = about 60*l.*

For *travelling expenses of free Scholars*, and scholars attending higher departments = about 250*l.*

Expenses of Committee = 120*l.*

Ross and Cromarty County.

Grant for year ended 31*st March* 1906 = 1,012*l.* 0*s.* 1*d.*

Contributions by local authorities = 399*l.* 8*s.* 1*d.*

Scheme approved on 31st January 1906.

Allocation of grant :—

A. *Bursaries* :—

	£
(*a.*) Twenty school Bursaries of 5*l.* tenable for at least one year with free scholarships at the central schools mentioned below, by children living three or more miles from a central school	= 100
(*b.*) Six Bursaries of 20*l.* (one for each county district) tenable for at least two years by pupils whose attendance at a central school involves continuous residence from home, one-half only of the Bursary being payable if the Bursar can attend such School from his own home. Competitors must be between the ages of 12 and 16 years	= 120
(*c.*) Eight Bursaries of not less than 10*l.* tenable for at least two years by Lewis pupils whose attendance at the Nicolson Public School involves continuous residence from home	= 80
(*d.*) Bursaries at Tain Royal Academy	= 60
(*e.*) A premium of 2*l.* to teachers of non-central schools in respect of each successful Bursar prepared by them, and an additional sum of 1*l.* in respect of each successful Bursar who shows proficiency in an optional examination covering the second stages of two Secondary Specific Subjects	= 15
(*f.*) Five Bursaries of 20*l.* continued under previous scheme	= 100
(*g.*) Lewis Bursaries continued under previous scheme	= 20

*These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

†This subsidy is a *matter* special adjustment, and is not subject to the three-fourths limit *owing to* being charged in the School.

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B. *Direct subsidies to central schools for additions to staff, equipment, &c.* :—

	£
Tain Royal Academy	40
Invergordon Public School	67
Dingwall Public School	107*
Fortrose Academy	47
Ullapool Public School	40
Plockton Public School	40
Stornoway Nicolson Public School	100
Cromarty Public School	34
	475

D. *Expenses of Committee* = 45*l.*

Technical education grant :—

I. *Teachers' courses.*—The Committee may subsidise one or more of such courses (approved by the Department).

II. *Special grants.*—75*l.* each to Tain Royal Academy, Dingwall Academy, and Stornoway Nicolson Public School, and 50*l.* to Invergordon Public School towards special staff for technical instruction, subject to certain conditions.

III. The Committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education, if funds permit.

Roxburgh County.

Grant for year ended 31*st March* 1906 = 715*l.* 2*s.* 9*d.*

Contributions by local authorities = 616*l.* 15*s.* 11*d.*

Scheme approved on 19th March 1906.

Allocation of grant :—

1. *Expenses of Committee* = 40*l.*

2. Travelling expenses of scholars attending Kelso High School, Teviot Grove Academy, Hawick, and Jedburgh Grammar Public School, 60*l.*

3. To higher class schools at Hawick and Kelso :—

(*a.*) *Fixed subsidies* :—

	£ s. d.	£ s. d.
Hawick	160 0 0	= 430 0 0
Kelso	270 0 0	

(*b.*) *Payments of 3l. each in respect of twenty-one free scholarships* entitling the holder to free education in the Kelso High School. Candidates must be qualified in terms of Article 29 of the Code = 63*l.*

(*c*) A Special Grant to Teviot Grove Academy, Hawick, in lieu of grant formerly given for scholarships = 26*l.*

4. Grant towards maintenance of Jedburgh Grammar Public School, 70*l.* 0*s.* 0*d.*

5. To Melrose Public School a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar in average attendance who, after having satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code, receives secondary instruction.

6. The surplus, if any, to be given to the Higher Class Schools at Kelso and Hawick, and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under 3*a* and 4 above.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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Grants for technical education :—

1. To secondary schools, viz. :—

	£	s.	d.
Hawick, Teviot Grove Academy	130	0	0
Kelso High School	250	0	0
Jedburgh Grammar Public School	50	0	0

2. To Edinburgh and East of Scotland College of Agriculture - - - - - - - - - 150 0 0

3. Balance to be divided equally between the Higher Class Schools at Kelso and Hawick and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under Section 1 above.

N.B.—All the grants to Hawick Teviot Grove Academy are subject to satisfactory settlement of the question of the status of the School

SELKIRK COUNTY.

Grant for year ended 31st March 1906 = 448*l.* 8*s.* 3*d.*

Scheme approved on 15th February 1906.

Allocation of grant :—

	£	s.	d.
1. *A Grant to the School Board of Yarrow*, equal to one-half of such extra expense as shall be shown by its accounts to have been incurred in its higher department, but not exceeding - -	25	0	0
2. *Six Bursaries of* 12*l. each*, tenable for three years at Selkirk High School, Galashiels Academy, or Yarrow Public School, by children in the County between eleven and fourteen years of age, and residing beyond three miles from the nearest of these schools - - - - - -	72	0	0

After payment of the Committee's expenses, *two-thirds* of the remainder is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school*, and the remaining *one-third* to the governors of the Scott and Oliver Trust, towards the maintenance of Selkirk High School - - - - - - - - - £351 8 3

SHETLAND COUNTY.

Grant for year ended 31st March 1906 = 499*l.* 3*s.* 3*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

I. *For Bursaries* tenable, with free education at Lerwick Secondary School = 210*l.*

(The Bursaries are not as a rule open to children living within three miles of Lerwick.)

II. A Grant of 5*l.* to the teachers in cases where Bursars are prepared in Schools having only one certificated teacher.

III. *Capitation grants to advanced departments of State-aided schools :—* 3*l.* for each scholar qualified in terms of Article 29 of the Code who receives satisfactory instruction in secondary subjects throughout the year.

IV. The residue,* after meeting the *expenses of the Committee*, to go, so far as required, for the purpose of providing efficient secondary education in the Anderson Institute, to the School Board of Lerwick, on condition that free education be given therein to all Bursars, and all children in the county over 13 who are qualified in terms of Article 29 of the Code. Any balance to be applied for Bursaries under Head I.

V. The balance from previous years' grants may be applied for providing small Bursaries.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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Stirling County.

Grant for year ended 31*st March* 1906 = 1,707*l.* 13*s.* 9*d.*

Scheme approved on 9th May 1906.

Allocation of grant :—

1. Grants to higher class schools :—

	£
Stirling High School	450
Falkirk „ „	550

2. Grant to Higher Grade department at :—

	£
Grangemouth Grange Public School	150

3. Grants of 2*l.* per head to the head teachers of other State-aided schools for each scholar qualified in terms of Article 29 of the Code who passes into and remains one session in an approved higher school.

4. Bursaries not exceeding 15 in number (all to be open to, and six of them to be confined to, candidates residing in Parishes in the Western District and parish of Kilsyth, and nine of them to candidates residing within the remainder of the County, exclusive of the School Board areas of Falkirk, Stirling and Grangemouth) of 5*l.* for the first year, 7*l.* 10*s.* for the second year, and 10*l.* for subsequent years, with railway fares to an approved Higher School ; open to scholars qualified in terms of Article 29 of the Code.

N.B.—In no case shall the grant to any School exceed four-fifths of a certified deficiency.

Sutherland County.

Grant for year ended 31*st March* 1906 = 427*l.* 14*s.* 5*d*

Contributions by local authorities = 186*l.* 9*s.* 9*d.*

Scheme approved on 5th November 1904.

Allocation of grant :—

I. To five selected central schools with higher grade departments three-fourths of a certified deficiency, but not exceeding the following sums, viz. :—

	£
Dornoch Public School	80
Golspie „ „	70
Clyne „ „	80
Helmsdale „ „	80
Lairg „ „	80

II. A Bursary of 10*l.* for pupils under 13, tenable for two years at a Higher Grade or Higher Class School, for each of the parishes of Assynt, Creich, Durness, Eddrachillis, Farr, Rogart, and Tongue.

III. *Technical Education* :—

(1.) A grant of 150*l.* to the Sutherland Technical Higher Grade School to cover the cost of the board and education of five bursars.

(2.) A Bursary of 10*l.* for pupils under 13, tenable for two years at a Higher Grade or Higher Class School, for each of the parishes of Clyne, Dornoch, Golspie, Kildonan, Lairg and Loth.

(3.) Four county Bursaries of 5*l.* for the first year and 7*l.* 10*s.* for the second year for children under 16, tenable at Higher Grade or Higher Class Schools. The amounts to be increased by 5*l.* if bursar has to reside from home.

IV. Expenses of Committee = 40*l.*

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Wigtown County.

Grant for year ended 31*st March* 1906 = 545*l.* 16*s.* 0*d.*
Contributions by local authorities = 20*l.* 4*s.* 9*d.*
Scheme approved on 22nd January 1904
Allocation of Grant :—

	£	s.	d.
(*a.*) *To higher class schools* :—			
To Stranraer High School, 100*l.*; and 115*l.* for the fees of 20 pupils	215	0	0
To Ewart and Douglas High Schools, Newton Stewart, 100*l.*; and 45*l.* for the fees of 15 pupils	145	0	0
	£360	0	0

	£	£
(*b.*) *To secondary departments* at—		
Wigtown Burgh and Parish Public School	70	= 140
Whithorn Principal Public School	70	
(*c.*) *To other State-aided Schools* :-		
Kirkmaiden Central Public School	£25	£50
Port William Public School	£25	

(*d*) *Expenses of Committee*, 27*l.* 0*s.* 10*d.*

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session, and invariably the work was most satisfactorily performed and the methods of management were all that could be desired. The schemes of work prepared by the respective teachers of the classes were a distinct improvement on those of former years. Plain and useful dishes were prescribed, each lesson being arranged either to illustrate one of the many principles of Cookery or in the form of a complete meal.

Suggestion as to Laundry Work.

The shortness of the Cookery Course reveals in many cases weak manipulation, a fault which can be remedied only by more practice. The suggestion is accordingly made that Laundry Work should be dropped, and the entire time devoted to practice in cooking. A few lessons might also be devoted to practice in demonstrating as to children, and, if possible, the students should see practice classes conducted.

School classes.

During the past year several cookery classes taught by the trained elementary teacher have been visited, and the excellent discipline, the lucid explanation of the value of food, and the manipulation displayed in the preparation of it, have uniformly given satisfaction.

Value of training in Cookery.

As a subject for women, a training in Cookery is valuable; as a means of equipping the students for Supplementary Class work it seems indispensable.

SECTION III.

King's Scholarship Examination and the Reports of the Examiners.

Quality of papers generally.

A careful perusal of the detailed reports of the various revisers of papers written in this examination leaves the impression that the general state of intellectual development of the candidates, as gauged by their powers of grasping the exact nature of a question and of expressing their ideas in regard to the points at issue, is not by any means so advanced as might reasonably be expected from their years and training. While it is abundantly evident that much time and effort have been spent in preparation for the examination, it is only too clear that the majority of the students rely on a badly assorted and ill-digested stock of general information.

Several examiners comment on the fact that the work done by those pupil-teachers who have been taught at Central Classes is superior to that done by those from country districts. This is natural, for very few country teachers have time to devote to the training of pupil-teachers sufficient to put their pupil-teachers on an equality with those who have been taught by masters whose sole duty lies in their instruction.

English.

The work done in English was, on the whole, of moderately good quality. Lack of intelligence, rather than lack of preparation, was the prevalent fault. While several essays were really good, very many were marked by bad punctuation, incorrect spelling, and complete ignorance of the function of the paragraph. Comparatively few of the candidates followed any definite plan in the construction of their essays, and a regrettable sameness

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was evident in the general modes of treatment. In many cases where an attempt was made at the use of the paragraph the attempt was palpably mechanical. The question dealing with the use of "shall" and "will" was a stumbling-block to most. Some seemed familiar with the affirmative uses, but scarcely any with the interrogative. The knowledge of Literature displayed was one of the most meagre description, and led one examiner to remark: "If young teachers know as little of the contents of books as they know of their authorship, alas for present-day reading!" In the question dealing with the correction of sentences, few candidates were able to explain with any approach to clearness the reasons for the alterations they considered necessary. It is suggested by one reviser that more preliminary practice in the writing of answers on paper, and in the art of dealing with a set of questions, ought to be given.

Mathematics.

In Mathematics the average mark reaches about 40 per cent. Arithmetic is often slovenly in form, and complaint is again made regarding the absurd preference which so many candidates display for vulgar fractions over decimals. Algebra was not unsatisfactory, though cumbrous methods too largely prevail. In Arithmetic most candidates fail to adapt their methods of working to the conditions of the problem. The use of graphs seems to be unknown over entire tracts of the country. Book-work in Geometry was perhaps the least unsatisfactory part of mathematical work.

Geography.

Some fairly good work was done in Geography, but too complete reliance on text-books was shown. Scarcely any evidence existed to show that the candidates recognized the intimate connection between Geography and History on the one hand, and Geography and Nature Knowledge on the other. Maps were as a rule fairly good. Lines of latitude and longitude were often inserted with considerable accuracy, but the addition of an approximate scale of miles is a desideratum. The ignorance of the Geography of the South of Scotland displayed by many students was surprising. The question on the teaching of the subject to young children produced many answers which showed that the writers had not seen Geography taught on modern lines.

History.

The papers in History gave evidence of much "cram" and little reflection. Answers lacked detail, and were frequently marred by gross irrelevance. The few attempts at making an illustrative sketch-map showed that Geography had been divorced from History in teaching. Many of the answers were written in exceedingly loose English, and the grossest errors in chronology occurred. There was a general absence of such an elementary philosophy of history as might reasonably be expected from pupils of eighteen years of age. History has not been made (to borrow a candidate's expression) "fuel for reflection." This defect often shows itself in the bad arrangement of the matter; *e.g.*, a candidate writes that after the departure of the Romans the Britons were "feeble in war;" and further on in the same answer states, as an isolated fact, that "the Romans had

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taken away the young and powerful part of the population to fight elsewhere." No connexion is established between the facts; and this is a typical specimen of a prevalent error.

School Management. It was obvious from the answers to the paper in School Management that the candidates had not a sufficient stock of well-digested experience to draw upon—a considerable proportion of them had no experience at all—and this lent a certain air of unreality to the examination.

The first question—dealing with the outline of a lesson on an extract of verse—was badly done in nearly every case. Few grasped the meaning of the passage, and the knowledge of derivation and word-building displayed was frequently of a very rudimentary type.

Where questions could be answered from text-books fairly good commonplace replies were the rule, but questions of a definitely practical kind brought out evidence of too much experience of antiquated methods. Many, when asked to give a Scheme of Lessons in Nature Knowledge, gave an outline of a single lesson. The best set of papers came from the Aberdeen Centre.

Music. It is evident that the training of pupil-teachers in Practical Music is not receiving due care. The average mark does not reach 50 per cent. Many of the students seem to have studied only one notation with any thoroughness. Translation from one notation to another was usually poor, and transposition from one key to another was badly done. The country pupil teachers did less satisfactory work than those from town schools. On the whole, comparatively few seemed to have any knowledge likely to be of serious practical use to them.

Dictation and Penmanship. The passage for Dictation was usually well done. Errors were most frequent in words derived from Greek, and, in particular, "cynosure" seemed to be an unknown word to the majority. Penmanship was not more than fair. Faults were common in shape, spacing, slope, length, and junction. A good free style was rarely found. Far too many errors occurred in the mere transcription. One-fourth of the candidates at the Dundee Centre made at least one error of this kind.

Domestic Economy. The paper most favourably commented on is that in Domestic Economy. The average mark reached nearly 80 per cent. While a few papers contained much irrelevant or erroneous matter, the answers were, as a rule, sensible, and well expressed.

French. The papers in French did not reach a high level. Too few of the candidates seemed to have read any French worth considering. Many were ignorant of the commonest words. Translation from French was at times good, but translation into French was usually poor. Too little use seems to be made in teaching of the complex sentence, and pupils learn the subordinating conjunctions by rote rather than by use. The passage to be rendered into English suffered unnecessary and faulty inversion at the hands of many candidates. The peculiarities of letter-writing were clearly unknown to a large proportion of the students.

German. The German papers were of mediocre quality Translation of German verse was better than that of prose. The worst part of

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the paper was the Composition, of which the examiner says: "The efforts of the candidates were conscientious, but scarcely German—the results of overdoses of Grammar and Syntax without adequate reading." The use of German script was general, and the papers were creditably legible.

In Greek, the translation of an unseen passage was badly done, and Grammar and Composition were weak. Translation from prescribed books was better, but no knowledge of scansion was displayed by any student. Greek.

Some improvement was perceptible in the Latin papers. The translation of prescribed work was well done, except in the case of the second extract from Virgil. The unseen translation was in some cases better than the other. In too many cases the English of the translations was very poor. "Many translations which are, in a formal sense, correct and even intelligible are of the type commonly produced by schoolboys of twelve. Young men and women about to enter the Training College ought to have outgrown this type of translation." Improvement is noticeable both in composition and in the knowledge of scansion displayed by the majority of the candidates. Latin.

SECTION IV.

Reports on Acting Teachers' Papers.

(Certificate Examination—July, 1906.)

As was the case last year, the reports on these papers are of a much more favourable nature than those on the King's Scholarship Examination. A fair number of candidates wrote papers of excellent quality, and the number of worthless papers was comparatively small. Latin and French seemed to be the subjects which were least satisfactorily done. Quality of papers generally.

The papers in English gave evidence rather of diligent and earnest study than of complete assimilation of the matter studied. Essays were of good quality, but a tendency towards prolixity was observed, especially in essays dealing with the matter of the set books. Other common faults were irrelevance and lack of systematic arrangement. In several cases the writers gave evidence of a distinct lack of proportion in the arrangement of answers. Too much time was given to one or two answers, with the result that the others had to be discussed with undue brevity. Many of the essays were marked by great narrowness in point of view. The set books had evidently been most carefully studied, but little in the way of original criticism was attempted. Too much reliance was placed on the help of annotated editions, and it was quite common to find particular passages quoted verbatim from these. English.

The bookwork in Mathematics was generally well done, and figures were neatly drawn. Mechanical methods still prevail, and the misuse of algebraical signs is not uncommon. Graphs were not, as a rule, understood. Question 4 of the first paper was rarely well done; few seemed to know how to represent graphically the intervals of rest, and the usual graph was one that Mathematics.

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ignored them altogether. The work done by those taking second year's papers was disappointing, and, as one examiner puts it, "not inconsistent with the hypothesis that they had ceased their mathematical studies after passing the first year's papers." The papers done at the Centres in Edinburgh and Glasgow were rather better than the others.

Geography and History. The number of candidates taking these subjects is gradually diminishing. There were one or two good papers in each subject, but the most striking feature was the number of very poor papers, especially in History.

School Management. The average mark in School Management was fairly high, and this seems to indicate that the majority of the candidates could make sensible use of their everyday experience. A striking ignorance of the terms of the Code was revealed, and the official regulations as to the marking of Registers were not at all well known, The number of candidates who could frame a reasonable Time Table for a Senior Division was surprisingly small. The psychological questions proved stumbling-blocks to many.

Special paper for Graduates. This paper was taken by 47 students, as against 38 last year. The general results were good, an average mark of 65 per cent. being attained. Methods of teaching the ordinary elementary subjects have evidently received careful attention. Many of the answers show a practical aquaintance with the working and organization of an Elementary School: and not a few of the points are treated with full knowledge and with considerable width of view. Marks were lost more frequently from a want of completeness in the answers than from failure to grasp the point of the question. The views expressed as to Infant work before the commencement of formal teaching were creditably intelligent. The section on English was well done. It is gratifying to note that many candidates are familiar with the more modern conceptions regarding the teaching of, and the training in, oral and written composition. The sections on Geography and History involved an accurate knowledge of certain definite facts, and were scarcely so well answered as the rest of the paper. The handwriting of many of the papers was very bad.

Music. While the papers in Music were, as a whole, pretty satisfactory, there were too many gross inaccuracies in the writing of Sol-fa time symbols. Most students appeared to be more familiar with the Staff notation than with the Sol-fa. Errors were usually more common in points of technical detail than in matters of general principle.

Domestic Economy. Very satisfactory work indeed was the rule in Domestic Economy. Many lost marks from having made a bad distribution of the time at their disposal rather than from ignorance of the subject. The commonest fault was the failure to state the time required to cook the dishes described; in too many cases pure guess-work was obvious.

Political Economy. Improvement was noticeable in the papers on Political Economy. Most of the students had studied the subject with diligence and acquired a good grasp of the fundamental ideas. In Question 2 most of the candidates omitted to point out that

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the landlord, in this country, supplies not only the land, but as a rule, part of the capital also, in the form of buildings, fences, etc.

French. The general level of attainment in French was not nearly so high as might reasonably be expected. Some very good papers were written, notably those from the centres at Ayr and Motherwell. A weakness in general intelligence was strikingly displayed. Scarcely any of the candidates seemed to have the slightest knowledge of French life or of French institutions, as was clear from the absurd translations of the phrase "Rosette d'officier de la Légion d'honneur." Again, very few indeed made the Vicar *tutoyer* his wife and family. On the whole, translation into French was the worst part of the work. Wrong tenses were freely used, and the passive voice was too much in evidence.

German. The papers in German were of average quality, though there were this year rather fewer of the very feeble type. A fair number of candidates worked excellent papers. In the first year's papers, the prose passage set for translation was fairly well done, mistakes occurring not always through ignorance of the meaning, but through carelessness and inaccuracy. The test in free composition was fairly well done.

In the second year's papers the poetical passage was well rendered, but the prose passage—the conclusion of an address by a German professor to an assembly of teachers—was very poorly done by the great majority. This would appear to indicate that the stage of progress in German reached by teachers of this type at the close of their studies does not enable them to catch the drift of a native writing (much less speaking) on a topic which they might be expected to understand and to be interested in. The test in composition was creditably met, and an increasing number of papers contained legible attempts at German script.

Latin. Work in Latin was only of fairly moderate quality. Of the total number of papers, quite one-third failed to gain 25 per cent. of the maximum.

Greek. One candidate in each year took Greek. The mark in one case was 57 per cent., in the other 13 per cent.

Dictation and Penmanship. The standard of work in Penmanship was somewhat higher than last year. The chief faults were the smallness of the text writing and the poor formation of capitals. A large number of candidates went wrong in separating the letters of the diphthong.

While spelling was rather worse than last year, a large number of errors were clearly due to defective, inattentive or unintelligent hearing.

I beg to express here my great indebtedness to Mr. Crombie, Sub-Inspector, for the very willing and able help he has given me in the preparation of this report.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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LISTS OF TRAINING AUTHORITIES, &c.

PROVINCIAL COMMITTEES FOR THE TRAINING OF TEACHERS.

(Established under the Minute of 30th Jan., 1905.)

Committee.	Chairman.	Name and Address of Secretary or Director of Studies.
Aberdeen	W. Dey, Esq., LL.D.	G. Smith, Esq., Training College Buildings, Charlotte Street, Aberdeen.
Edinburgh	Professor Chrystal, LL.D.	J. King, Esq., The University, Edinburgh.
Glasgow	R. S. Allan, Esq.	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews	Very Rev. Principal Stewart, D.D.	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING CENTRES UNDER THE MANAGEMENT OF PROVINCIAL COMMITTEES.

Centre.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Aberdeen	G. Smith, Esq., Training College Buildings, Charlotte Street, Aberdeen.
Dundee	J. Malloch, Esq., Technical Institute, Dundee.
Edinburgh	J. King, Esq., The University, Edinburgh.
Glasgow	D. Macleod, Esq., Technical College, Montrose Street, Glasgow.
St. Andrews	J. Malloch, Esq., Technical Institute, Dundee.

TRAINING COLLEGES.

Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh, Church of Scotland, *Johnston Terrace, Castle Hill.*	J. A. Trail, Esq., LL.D., W.S., 16, Chambers Street, Edinburgh.
Edinburgh, United Free Church, *Moray House.*	A. Mackenzie, Esq., United Free Church Educational Committee, Edinburgh.
Glasgow, Church of Scotland, *Dundas Vale.*	A. M. Williams, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow, United Free Church	T. M. Morrison, Esq. (*temporary*), United Free Church Training College, Glasgow.
Aberdeen, Church of Scotland	G. A. Simpson, Esq., 9, Golden Square, Aberdeen.
Aberdeen, United Free Church	J. Duguid, Esq., 57, Crown Street, Aberdeen.
For Mistresses only.	
Edinburgh, Scottish Episcopal, *Dalry House.*	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

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CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

LIST OF SCHOOLS WHICH HAVE BEEN PROVISIONALLY RECOGNISED BY THE SCOTCH EDUCATION DEPARTMENT IN TERMS OF ARTICLE 6 OF THE REGULATIONS FOR THE TRAINING OF TEACHERS, AS CENTRES FOR THE TRAINING OF JUNIOR STUDENTS.

County.	† Name of Centre.	Name and Address of Correspondent.
ABERDEEN.	Aberdeen Central H.G.P.S.	T. Hector, 22, Union Terrace, Aberdeen.
	Huntly Gordon H.G.P.S.	W. Leslie, 11, Castle Street, Huntly.
	Peterhead (B) Academy H.G.P.S.	T. Mackie, Court House, Peterhead.
ARGYLL.	Dunoon, &c., Grammar H.G.P.S.	D. Anderson, Victoria House, Dunoon.
	Oban (B) High H.G.P.S.	W. Jolly, Columba Buildings, Oban.
AYR.	*Ardrossan Academy H.G.P.S.	J. Cook, Town Clerk's Office, Ardrossan.
	Ayr Academy - - -	J. Douglas, Clerk to the Burgh School Board, Wellington Chambers, Ayr.
	*Beith Spier's School -	W. Williamson, Union Bank, Beith.
	Girvan (Town) H.G.P.S.	T. G. Tait, Girvan.
	Irvine Royal Academy -	W. C. Wilson, Clerk to the Burgh School Board, Irvine.
	Kilmarnock (B) Academy H.G.P.S.	J. P. Stevenson, Kilmarnock.
BANFF.	*Aberlour H.G.P.S. - -	H. Stewart, Royal Bank Buildings, Elgin.
	*Banff Academy H.G.P.S.	J. A. Badenoch, High Street, Banff.
	*Keith H.G.P.S. - -	Thurburn & Fleming, Keith.
	*Mortlach H.G.P.S. - -	A. Walkinshaw, North of Scotland Bank, Dufftown, Banffshire.
	*Rathven Buckie H.G.P.S.	J. Macdonald, Cluny Square, Buckie.
BERWICK.	Duns, The Berwickshire High School.	W. Home Waite, Clerk to the School Board, 12, Newtown Street, Duns.
CAITHNESS.	Thurso Miller Institution H.G.P.S.	J. W. Galloway, Jun., Thurso.
	*Wick (B) Pulteneytown Academy H.G.P.S.	D. W. Georgeson, Wick.
CLACKMANNAN.	Alloa (B) Academy H.G.P.S.	J. Cuthbert, Candleriggs, Alloa.
	Alva Academy H.G.P.S.	J. Young, Clerk to the School Board of Alva, Royal Bank of Scotland, Alloa.
	Dollar Institution - -	T. J. Young, Dollar Institution, Dollar, Clackmannanshire.

* Conditionally recognized.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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County.	† Name of Centre.	Name and Address of Correspondent.
DUMBARTON.	*Dumbarton (B) Academy H.G.P.S.	A. Roberts, Municipal Buildings, Dumbarton.
	Old Kilpatrick Clydebank H.G.P.S.	J. McBride, 63, Kilbowie Road, Clydebank, Glasgow.
	Row Helensburgh Hermitage H.G.P.S.	G. Maclachlan, Helensburgh.
DUMFRIES.	Dumfries Academy - -	J. E. Blacklock, Clerk to the Burgh School Board, 93, Irish Street, Dumfries.
	Dumfries, Mount St. Michael's College.	Rev. D. O'Brien, St. Andrew's House, Dumfries
EDINBURGH.	Edinburgh Boroughmuir H.G.P.S.	G. W. Alexander, M.A., Castle Terrace, Edinburgh.
	*Edinburgh, Broughton H.G.P.S.	G. W. Alexander, M.A., Castle Terrace, Edinburgh.
	Lasswade H.G.P.S.- -	C. K. Brown, Eliza Bank, Loanhead, Midlothian.
	Leith (B) Academy H.G.P.S.	R. Hardie, 8, Links Place, Leith.
ELGIN.	Bellie Fochabers Milne's Institution H.G.S.	C. Gray, Fochabers.
	Cromdale Grantown H.G.P.S.	R. C. Lobban, Carr Bridge, Inverness-shire.
	Elgin Academy - -	E. D. Jameson, Clerk to the Burgh School Board, Elgin.
	Forres (B) H.G.P.S. -	C. G. Mackenzie, High Street, Forres.
FIFE.	*Anstruther, Waid Academy	D. Cook, Anstruther.
	Cupar, Bell Baxter School	R. J. Davidson, 24, St. Catherine Street, Cupar.
	Dunfermline High School	D. Gorrie, Clerk to the Burgh School Board, 4, Maygate, Dunfermline.
	Kirkcaldy High School -	A. Beveridge, Clerk to the School Board, Kirkcaldy.
	St. Andrews, Madras College	C. S. Grace, Market Street, St. Andrews.
FORFAR.	Arbroath High School -	W. Alexander, Clerk to the Burgh School Board, 62, High Street, Arbroath.
	Brechin High School -	J. Craig, Clerk to the Burgh School Board, 5, Swan Street, Brechin.
	Broughty Ferry, Grove Academy H.G.P.S.	E. Cowan, Royal Bank Buildings, High Street, Dundee.
	Dundee, Harris Academy H.G.P.S. / Dundee, Morgan Academy H.G.P.S.	J. E. Williams, School Board Offices, Dundee.
	*Forfar Academy - -	A. Hay, Clerk to the Burgh School Board, 20, East High Street, Forfar.
	Montrose Academy - -	W. Ross, Clerk to the Burgh School Board, 10, Castle Street, Montrose.
HADDINGTON.	*Dunbar (B) H.G.P.S. -	R. White, Dunbar.
	Haddington, Knox Institute	T. W. Todrick, Clerk to the Combined School Board, Haddington.
	North Berwick High School	A. D. Wallace, Clerk to the School Board, East Road, North Berwick.

* Conditionally recognized

† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

County.	† Name of Centre.	Name and Address of Correspondent.
INVERNESS.	Kilmallie, Fort William H.G.P.S.	D. McLeish, Parade House, Fort William
	*Kingussie H.G.P.S. -	L. Mackintosh, Kingussie.
	Portree H.G.P.S. -	R. Macdonald, National Bank, Portree.
KINCARDINE.	Stonehaven, Mackie Academy	J. Falconer, Stonehaven.
KIRKCUDBRIGHT.	Kirkcudbright Academy -	A. Cavan, Clerk to the School Board, Kirkcudbright.
LANARK.	Airdrie (B) Academy H.G.P.S.	G. B. Motherwell, 10, Bank Street, Airdrie.
	Biggar High H.G.P.S. -	A. Russell, Howieson Buildings, Biggar.
	Cambusnethan, Wishaw H.G.P.S.	J. Burgess, Wishaw.
	Dalziel High H.G.P.S. -	W. R. Barbour, Motherwell.
	*Glasgow Hutcheson's Boys' Grammar S.	W. H. Macdonald, 158, Ingram Street, Glasgow.
	*Glasgow Hutcheson's Girls' Grammar S.	
	Glasgow Pupil Teachers' Institute	J. Clark, 129, Bath Street, Glasgow.
	Glasgow St. Mungo's Academy H.G.R.C.S.	J. Annias, 84, Henrietta Street, Glasgow.
	Govan, Dowanhill H.G.R.C. Practising S.	Miss Lescher, 17, Victoria Circus, Dowanhill, Glasgow.
	*Govan Pupil Teachers' Institute	M. MacLeod, 151, Bath Street, Glasgow
	*Hamilton Academy- -	P. Keith, Clerk to the Burgh School Board, 67, Cadzow Street, Hamilton.
	Lanark (B) Grammar H.G.P.S.	J. F. Shirley, Lanark.
	Maryhill North Kelvinside H.G.P.S.	W. B. Gemmel, 208, West George Street, Glasgow.
LINLITHGOW.	Bo'ness Academy H.G.P.S.	R. J. Jamieson, Bo'ness, Linlithgowshire.
	Linlithgow Academy	A. Turnbull, Linlithgow.
NAIRN.	Nairn, Rose's Academical Institution	A. Robertson, 34, High Street, Nairn.
ORKNEY.	Kirkwall (B) H.G.P.S.	J. Begg, 27, Bridge Street, Kirkwall.
	*Stromness H.G.P.S. -	J. A. S. Brown, Stromness, Orkney.
PEEBLES.	Peebles Burgh and County High School	W. Lyon, Clerk to the School Board, Bank of Scotland, Peebles.
PERTH.	*Blairgowrie H.G.P.S. -	R. R. Black, Bank Street, Blairgowrie.
	*Callander, McLaren High School	W. Thomson, Clerk to the School Board, Bank of Scotland, Callander, Perthshire.
	Perth Academy - -	P. Martin, Clerk to the School Board, Tay Street, Perth.

* Conditionally recognized.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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County.	† Name of Centre.	Name and Address of Correspondent.
RENFREW.	*Cathcart Queen's Park H.G.P.S.	G. J. Cameron, 104, West Regent Street, Glasgow.
	Greenock (B) Holmscroft H.G.P.S.	A. F. Niven, Municipal Buildings, Wallace Place, Greenock.
	Paisley (B) Grammar School and Wm B. Barbour Academy -	MacRobert and Hutchison, Clerks to the Burgh School Board, 6, St. James Place, Paisley.
ROSS.	Dingwall Academy H.G.P.S.	A. Ross, Dingwall.
	Rosskeen, Invergordon Academy H.G.P.S.	W. George, High Street, Invergordon, Ross-shire.
	Stornoway Nicolson Institute H.G.P.S.	W. J. Clarke, County Buildings, Stornoway.
	*Tain Royal Academy -	W. T. Mactaviah, County Buildings, Tain.
ROXBURGH.	Kelso High School - -	T. D. Crichton Smith, Clerk to the School Board, 66, Woodmarket, Kelso.
SELKIRK.	Selkirk High School -	J. Steedman, Selkirk.
STIRLING.	Falkirk High School -	T. Gibson, Clerk to the Burgh School Board, Bank Street, Falkirk.
	Stirling High School -	J. Brown, Clerk to the Burgh School Board, 10, Barnton Street, Stirling.
SUTHERLAND.	Golspie H.G.P.S. - -	D. Peters, County Buildings, Dornoch, Sutherlandshire.
WIGTOWN.	*Newton Stewart, Douglas High School (Girls).	J. McGill, Newton Stewart.
	*Newton Stewart, Ewart High School (Boys).	

* Conditionally recognised.
† In column 2 the letters "H.G.P.S." stand for "Higher Grade Public School."

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*EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

PAPERS SET IN 1906 AT THE WRITTEN EXAMINATION.

FRENCH.

Saturday, 16th June.—10 A.M. to 1 P.M.

I. Traduire très soigneusement en français :

Very ready we are to say of a book, "How good this is—that's exactly what I think!" But the right feeling is, "How strange that is! I never thought of that before, and yet I see it is true; or if I do not now, I hope I shall some day." But whether thus submissively or not, at least be sure that you go to the author to get at *his* meaning, not to find yours. Judge it afterwards if you think yourself qualified to do so, but ascertain it first. And be sure, also, if the author is worth anything, that you will not get at his meaning all at once; nay, that at his whole meaning you will not for a long time arrive in any wise. Not that he does not say what he means, and in strong words, too, but he cannot say it all, and what is more strange, *will* not, but in a hidden way and in parable, in order that he may be sure you want it.

II. Lire attentivement, résumer et apprécier, en français, le morceau suivant.

La Fable et la Vérité.

La Vérité toute nue
Sortit un jour de son puits.
Ses attraits par les temps étaient un peu détruits:
Jeunes et vieux fuyaient sa vue.
La pauvre Vérité restait là morfondue,
Sans trouver un asile où pouvoir habiter.
A ses yeux vient se présenter
La Fable richement vêtue,
Portant plumes et diamants,

* For further particulars of these Examinations see the Memorandum of 1st January, 1907, published with the Regulations for the Preliminary Education, &c., of Teachers. The Memorandum is printed on pages 212 and 213 of this volume.

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La plupart faux, mais très-brillants.
"Eh ! vous voilà ! bonjour," dit-elle ;
"Que faites-vous ici, seule sur un chemin ?"
La Vérité répond : "Vous le voyez, je gèle :
Aux passants je demande en vain
De me donner une retraite ;
Je leur fais peur à tous. Hélas ! je le vois bien,
Vieille femme n'obtient plus rien."
"—Vous êtes pourtant ma cadette,"
Dit la Fable, "et sans vanité,
Partout je suis fort bien reçue.
Mais aussi, dame Vérité,
Pourquoi vous montrer toute nue ?
Cela n'est pas adroit. Tenez, arrangeons-nous ;
Qu'un même intérêt nous rassemble :
Venez sous mon manteau, nous marcherons ensemble.
Chez le sage, à cause de vous,
Je ne serai point rebutée ;
A cause de moi, chez les fous
Vous ne serez point maltraitée.
Servant par ce moyen chacun selon son goût,
Grâce à votre raison et grâce à ma folie,
Vous verrez, ma sœur, que partout
Nous passerons de compagnie."

FLORIAN.

III. Composition française.

Traiter *l'un* des sujets suivants :

(*a*) Quel est le livre français que vous avez lu avec le plus d'intérêt et de profit ? Indiquez-en le sujet et montrez quelles en sont les qualités littéraires et morales qui vous ont charmé et instruit.

(*b*) Si vous étiez chargé de l'enseignement du français dans une école, quelle place feriez-vous à l'histoire et à la géographie de la France ? A quel propos, dans quelles circonstances, dans quel esprit, et dans quel but parleriez-vous d'histoire et de géographie ?

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GERMAN.

Saturday, 16th June—2 to 5 P.M.

(German script should be used at least in the passage for translation into German, 2. Candidates are advised to devote about one hour to Question 3.)

1. Translate into English:—

Da geſchah es eines Morgens, nachdem Herr Janſen im Kontor lange den Kopf geſchüttelt und dann noch länger gedankenvoll von ſeinen Briefen weg hinauf an die braungetäfelte Zimmerdecke ſo ſtarr geſchaut hatte, als wolle er die Fliegen oben zählen, daß er ſechsmal nacheinander mit ſeinem Schwanenkiel in das große ſilberne Tintenfaß tunkte, die übervolle Feder gewaltig auf den Tiſch ſtampfte und dadurch den vor ihm liegenden angefangenen Brief, von oben bis unten mit Tintenflecken marmoriert, auf einmal fertig machte. Herr Hermann ihm gegenüber fuhr faſt vom Sitze auf und ſagte: „Ei, Janſen, ſeid Ihr denn heute, vielleicht zum erſten Male in Eurem Leben, in den Ratskeller geraten und habt von einem ſpaniſchen Fäßlein gekoſtet?' „Nein, Herr," antwortete Janſen mürriſch, „aber ſo geht's nimmer; bei uns in Deutſchland iſt's aus mit Gewinn auf gewöhnlichem Wege bei dem verwetterten Kriege. Potz Blitz und Guſtav! was hilft uns unſer großes Schiff, das immer an der Küſte wie eine Schnecke ſich hinwindet, um uns die ſündlich teuren Waren von den geizigen Mynheers aus Holland herbeizuholen? Wir müſſen zwanzigfach bezahlen, was wir aus der erſten Hand haben könnten von ihren Nachbarn, den Engländern, und in Amerika ſelbſt. Gebt mir auf ein Jahr das Schiff und ſo viel Geld und Nürnberger Waren als möglich, und laßt mich nach der neuen Welt fahren; Ihr wißt, der alte Janſen war ſchon zweimal dort und verſteht den Kram. Zwar der alte Herr war auch immer ängſtlich und meinte, es laſſe ſich ohne großes Wagnis ſchon bei uns was gewinnen; aber das iſt nun anders geworden, drum muß man's anders treiben "

2. Translate into German:—

One day, when the girls were out, and she had remained at home, she was overheard to play a piece so well, that Minerva thought wisely, she could spare herself the expense of a master for the juniors, and intimated to Miss Sharp that she was to instruct them in music for the future. The girl refused; and for the first time, and to the astonishment of the majestic mistress of the school. 'I am here to speak French with the children,' Rebecca said abruptly, 'not to teach them music, and save money for you. Give me money, and I will teach them.' Minerva was obliged to yield, and, of course, disliked her from that day. 'For five-and-thirty years,' she said, and with great justice, 'I have never seen the individual who had dared in my own house to question my authority. I have nourished a viper in my bosom.' 'A viper—a fiddlestick,' said Miss Sharp to the old lady, almost fainting with astonishment. 'You took me because I was useful. There is no question of gratitude between us. I hate this place, and want to leave it. I will do nothing here but what I am obliged to do.'

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3. Write a short German essay on *either* of the following subjects:—

(*a*) Mount Vesuvius;

(*b*) Your favourite recreation;

or, write a letter in German to a supposed German friend, on any important Scottish town.

4. What method would you follow during the earlier stages of instruction in German to ensure the acquisition by your pupils of a suitable and sufficient vocabulary?

Note.—The reply to Question 4 should be *in English.*

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TRAINING OF TEACHERS.

STATISTICS FOR THE YEAR 1905–1906.

LIST OF TABLES.

1. Summary showing Original Cost of Training College Buildings towards which Grants were made; and Receipts and Expenditure of Training Colleges in 1905.
2. Table showing Average Cost per Student at each Training College in 1905.
3. Table showing Income and Expenditure of Training Colleges for 1905.
4. List of Grants paid to Local Committees for King's Students, 1905–6.
5. Table showing the number of those recognised as Certificated Teachers in each of the years 1897–1906.
6. Table showing particulars of Students in Training, 1905–6.
7. Table showing the number of Students recognised as qualified to teach certain subjects on the completion of their training in 1906.
8. Table showing results of the Oral and Written Examinations in Modern Languages, 1906.
9. List of Courses for Teachers sanctioned under Art. 91 (*d*) of the Code, with Summary.
10. Summary of Results of King's Scholarship Examination, December, 1905.
11. Summary of Results of Certificate Examination, July, 1906.

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TABLES.

(No 1.)

SUMMARY showing ORIGINAL COST of TRAINING COLLEGE BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE of TRAINING COLLEGES in 1905.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1905.		Expenditure in 1905.
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of Scotland - - - - -	14,699 7 10	11,847 8 0	26,546 15 10	23,058 5 4	6,174 16 1	27,864 17 6
United Free Church - - - - -	14,467 18 6	7,492 10 0	21,960 8 6	23,249 9 3	5,051 13 5	28,613 16 9
Episcopal Church - - - - -	- - -	- - -	- - -	2,901 13 7	1,352 14 9	4,001 5 3
Roman Catholic Church - - - -	- - -	- - -	- - -	3,993 4 10	1,370 8 8	5,684 8 4
Total - - - -	29,167 6 4	19,339 18 0	48,507 4 4	53,202 13 0	13,949 12 11	66,164 7 10

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(No. 2.)

TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1905.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total.	I.	II.	III.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	72	2,003 7 7	1,313 0 5	336 13 3	3,653 1 3	27 16 6	18 4 9	4 13 6	50 14 9
	Glasgow (Roman Catholic).	119	2,141 1 8	2,658 6 4	885 0 4	5,684 8 4	17 19 10	22 6 9	7 8 9	47 15 4
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	130	3,622 0 4	2,515 2 8	621 11 6	6,758 14 6	27 17 3	19 6 11	4 15 7	51 19 9
	Aberdeen (United Free Church).	130	3,515 18 1	2,559 19 6	870 6 10	6,946 4 5	27 0 11	19 13 10	6 13 11	53 8 8
	Edinburgh (Church of Scotland).	220	5,901 9 6	4,698 15 10	1,330 19 9	11,931 5 1	26 16 6	21 7 2	6 1 0	54 4 8
	Edinburgh (United Free Church).	218	6,423 7 11	4,689 4 8	1,066 2 0	12,178 14 7	29 9 4	21 10 2	4 17 10	55 17 4
	Glasgow (Church of Scotland).	247	6,289 5 7	5,194 8 10	922 14 9	12,406 9 2	25 9 3	21 0 7	3 14 9	50 4 7
	Glasgow (United Free Church).	249	6,605 18 10	5,007 15 7	859 0 8	12,472 15 1	26 10 7	20 2 3	3 9 0	50 1 10
		1,385	36,502 9 6	28,636 13 10	6,892 9 1	72,031 12 5	26 7 1	20 13 6	4 19 7	52 0 2

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(No. 3.)—TABLE showing the INCOME and EXPENDITURE

TRAINING COLLEGE.	INCOME (Amoun				
	1. Grants from Scotch Education Department.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards and other Charitable Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	4,943 14 9	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	8,856 13 3	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	9,257 17 4	- - -	- - -	- - -	- - -
UNITED FREE CHURCH OF SCOTLAND at Aberdeen	5,154 12 1	- - -	- - -	- - -	138 16 7
UNITED FREE CHURCH OF SCOTLAND at Edinburgh	8,554 12 11	- - -	- - -	- - -	162 17 0
UNITED FREE CHURCH OF SCOTLAND at Glasgow	9,540 4 3	- - -	- - -	- - -	248 16 6
EPISCOPAL CHURCH at Edinburgh	2,901 13 7	- - -	- - -	82 14 6	- - -
ROMAN CATHOLIC CHURCH at Glasgow	3,993 4 10	- - -	- - -	- - -	651 17 2
Total	*53,202 13 0	- - -	- - -	82 14 6	1,202 7 3

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been close the 1st of March, 1st of June, and 1st of September (Art. 90a), and the balance as soon as possible after the close

Paid in 1905.

Grant for 1904	£15,750 13 0
„ 1905	37,452 0 0
Total	£53,202 13 0

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amoun									
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	1. Practising School Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,388 5 0	280 16 0	258 0 0	694 19 4	157 10 3	1,021 1 0	53 4 10	101 0 0	136 10 9	37 2 9
CHURCH OF SCOTLAND at Edinburgh	3,785 0 10	879 18 0	440 0 0	796 10 8	435 7 1	2,658 2 4	106 2 8	343 12 2	207 2 10	46 2 6
CHURCH OF SCOTLAND at Glasgow	4,140 17 9	586 19 0	496 0 0	1,065 8 10	202 16 10	2,730 2 6	68 10 3	141 18 0	175 19 2	72 5 3
UNITED FREE CHURCH at Aberdeen	2,394 8 8	384 15 0	260 0 0	476 14 5	130 15 11	990 15 0	- -	113 11 6	50 8 0	21 0 0
UNITED FREE CHURCH at Edinburgh	4,536 12 2	602 19 0	436 10 0	847 6 9	201 9 6	2,998 10 7	46 4 3	336 18 1	160 19 11	64 9 4
UNITED FREE CHURCH at Glasgow	4,055 10 6	921 3 0	481 13 4	1,147 12 0	103 19 6	2,449 10 0	- -	184 14 7	79 6 0	25 0 0
EPISCOPAL CHURCH at Edinburgh	1,568 0 0	14 14 0	144 0 0	276 13 7	78 12 0	745 1 4	130 12 3	101 15 11	118 18 2	51 12 9
ROMAN CATHOLIC CHURCH at Glasgow	1,443 6 8	58 16 0	238 0 0	395 19 0	30 18 1	2,085 0 0	208 10 0	135 0 0	189 1 4	40 15 0
Total	24,317 1 7	3,730 0 0	2,754 8 4	6,701 4 7	1,341 9 2	15,678 2 9	613 4 8	1,458 10 3	1,118 6 2	358 7 1

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost lodging of the Students and the bursaries entered under No. 4, paid to them towards it, *vide* special arrangement stated in

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TRAINING COLLEGES, in the Year ended 31st December, 1905.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
899 7 0	- - -	- - -	- - -	- - -	260 0 0	66 3 11	6,169 5 8
2,371 9 6	- - -	- - -	- - -	- - -	- - -	30 4 8	11,158 7 5
2,358 6 0	- - -	43 15 0	- - -	- - -	39 18 8	205 11 4	11,905 8 4
413 9 0	- - -	- - -	14 0 0	- - -	333 3 0	38 11 2	6,092 11 10
1,745 3 6	- - -	103 0 0	- - -	- - -	471 9 0	- - -	11,037 2 5
693 15 0	- - -	87 2 6	- - -	- - -	583 13 1	17 17 1	11,171 8 5
1,091 5 7	- - -	- - -	- - -	- - -	162 19 5	15 15 3	4,254 8 4
562 15 8	- - -	- - -	- - -	- - -	155 15 10	- - -	5,363 13 6
10,085 11 8	- - -	233 17 6	14 0 0	- - -	2,006 19 0	374 8 5	67,152 5 11

audited and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the year (Art. 90c).

GRANT *for* 1905.

Paid in 1905	£37,452 0 0
„ 1906	16,571 14 2
Total	£54,023 14 2

TRAINING COLLEGES, in the Year ended 31st December, 1905—*continued.*

actually disbursed during the Year).

9. Replacement of Furniture, Repairs to Buildings, Cleaning, &c.	10. Rent, Rates, Taxes, and Insurance.	11. Garden and Sundry other expenses.	12. See Footnote.*	13. Certified Expenditure Art. 89 (*a*).	14. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			15. Total Expenditure of College.
					Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
153 11 5	280 9 10	- - -	1,166 3 4	6,758 14 6	- - -	2 12 6	{ 220 16 11 †350 0 0 }	6,166 0 7
306 10 7	589 2 1	- - -	1,337 13 4	11,931 5 1	- - -	- - -	257 4 10	10,850 16 7
350 4 6	368 5 5	1 8 0	2,005 13 4	12,406 9 2	- - -	4 4 0	443 0 6	10,848 0 4
224 9 3	515 1 8	- - -	1,384 5 0	6,946 4 5	- - -	12 0	47 2 8	5,609 14 1
725 5 7	139 6 11	- - -	1,082 2 6	12,178 14 7	- - -	- - -	{ 886 5 8 †582 0 1 }	12,564 17 10
402 19 4	352 1 10	- - -	2,269 5 0	12,472 15 1	118 3 0	- - -	117 11 9	10,439 4 10
129 7 5	128 13 10	- - -	165 0 0	3,653 1 3	- - -	- - -	{ 13 4 0 †500 0 0 }	4,001 5 3
269 18 9	545 15 6	38 8 0	- - -	5,684 8 4	- - -	- - -	- - -	5,684 8 4
2,582 6 10	2,918 17 1	39 16 0	9,410 2 6	72,031 12 5	118 3 0	7 8 6	3,417 6 5	66,164 7 10

maintenance which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and
eport of Committee of Council on Education, 1864-5, p. 31. † For new buildings. ‡ Reduction of debt on new buildings.

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(No. 4.)

List of Grants for the Training of King's Students paid to Local Committees for the Year 1905-1906 under Art. 91 of the Scotch Code.

Name of Committee.	Amount of Grant.		
	£.	s.	d.
Aberdeen - - - - - - -	2,230	8	8
Dundee - - - - - - -	1,425	0	0 *
Glasgow - - - - - - -	4,253	3	1
St. Andrews - - - - - -	705	0	0 *
Total - - - -	8,613	11	9

* In addition the sums of £254 10s. 5d. (Dundee) and £33 1s. 4d. (St. Andrews) were paid for the Training of King's Students under Section II. A of the General Aid Grant Minute of 19th March, 1906.

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(No. 5.)

STATEMENT SHOWING THE NUMBER OF King's Scholars, King's Students, Acting Teachers (Art. 79), and Graduates, who were recognised as Certificated Teachers, and the number of Teachers' Certificates issued after probation (Art. 51) in each of the years 1897 to 1906.

YEAR.	MALES.						FEMALES.						GRAND TOTAL.	Number of Teachers' Certificates issued after probation (Art. 51.)		
	King's Scholars.	King's Students.	Acting Teachers (Art. 79)	Graduates (Art 47, II. (a.))	Graduates (Art. 48 (b.))	TOTAL.	King's Scholars.	King's Students.	Acting Teachers (Art. 79)	Graduate (Art. 47, II. (a.))	Graduate (Art. 48 (b))	TOTAL.		Males.	Females.	TOTAL.
1897	84	—	5	37	—	126	360	—	226	3	—	589	715	220	635	855
1898	113	2	2	32	—	149	369	3	200	2	—	574	723	146	524	670
1899	146	14	1	31	1	193	334	8	215	5	3	565	758	114	537	651
1900	152	18	7	28	1	206	394	18	340	10	3	765	971	114	513	627
1901	143	22	3	29	—	197	366	14	314	12	—	706	903	130	564	694
1902	181	26	13	18	1	239	470	28	307	7	3	815	1,054	161	674	835
1903	115	11	8	25	5	164	443	11	376	7	6	843	*1,007	164	689	853
1904	170	15	9	20	7	221	491	35	505	10	12	1,053	1,274	208	752	960
1905	148	29	6	15	5	203	471	61	395	23	15	965	1,168	197	825	1,022
1906	146	12	8	23	12	201	526	62	549	24	21	1,182	1,383	†148	†705	†853
Total for 10 years	1,398	149	62	258	32	1,899	4,224	240	3,427	103	63	8,057	9,956	1,602	6,418	8,020

* After the year 1902 Students proceeding to a 3rd year of training were not recognised as Certificated until their full period of training was completed—otherwise the total for 1903 would have been 1,108.

† These figures relate to *six months* only.

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(No. 6.)

TABLE SHOWING PARTICULARS of Students in Training during the Year, 1905-6.

(Excluding Students who left during the course of the year.)

Institution.	Number of Students for which College or Committee was recognised in 1905-6.	Male Students of				Female Students of				Total number of Students.				Number of Students who attended University Classes.			Number of Students, who completed 2 years of training, and were:								Number of Students who completed three years of training, and were					
																	Allowed a third year of training in terms of Art. 33 (c).			Recognised as Certificated Teachers.			Not so recognised.			Recognised as Certificated Teachers.			Not so recognised.		
		1st Year.	2nd Year	3rd Year.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.	1st Year.	2nd Year	3rd Year.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
TRAINING COLLEGES:—																														
Aberdeen Church of Scotland	130	7	6	1	14	58	58	—	116	65	64	1	130	12	4	16	2	—	2	4	58	62	—	—	—	1	—	1	—	—	—
Edinburgh " "	220	31	32	8	71	53	80	16	149	84	112	24	220	53	58	111	11	12	23	20	68	88	1	—	1	8	16	24	—	—	—
Glasgow " "	250	33	33	3	69	87	85	9	181	120	118	12	250	48	24	72	2	4	6	31	81	112	—	—	—	3	9	12	—	—	—
Aberdeen United Free Church	130	20	11	4	35	43	52	—	95	63	63	4	130	24	6	30	9	—	9	2	51	53	—	—	—	4	—	4	—	—	—
Edinburgh " "	220	35	39	13	87*	61	67	3	131†	96	106	16	218	42	32	74	16	9	25	23	58	81	—	—	—	13	3	16	—	—	—
Glasgow " "	250	41	38	2	81	81	83	5	169	122	121	7	250	81	36	117	4	4	8	31	80	111	3	—	3	2	5	7	—	—	—
Edinburgh Episcopal	72	—	—	—	—	37	35	—	72	37	35	—	72	—	2	2	—	—	—	—	35	35	—	—	—	—	—	—	—	—	—
Glasgow Roman Catholic	140	—	—	—	—	60	56	3	119	60	56	3	119	3	2	2	—	—	—	—	56	56	—	—	—	—	3	3	—	—	—
Totals for Training Colleges	1412	167	159	31	357	480	516	36	1032	647	675	67	1389	263	164	424	44	29	73	111	487	598	4	—	4	31	36	67	—	—	—
COMMITTEES FOR THE TRAINING OF KING'S STUDENTS:—	(Nos. fixed for purposes of Art. 91 (b) of Code.)																													
Aberdeen University	70	9	10	3	22	33	21	11	65	42	31	14	87	22	65	87	1‡	25	26	2	3	5	1	—	1	3	12	15	—	—	—
Dundee University College ...	100	—	1	2	3	14	22	7	43	14	23	9	46	3	43	46	1	10	11	—	12	12	—	—	—	2	7	9	—	—	—
Glasgow University	150	22	16	1	39	70	47§	18	135	92	63	19	174	39	135	174	12	45	57	3	2	5	—	—	—	1	18	19	—	—	—
St. Andrews University ...	50	2	1	—	3	8	8	4	20	10	9	4	23	3	20	23	—	4	4	—	4	4	1	—	1	—	4	4	—	—	—
Totals for King's Students.	370	33	28	6	67	125	96	40	263	158	126	46	330	67	263	330	14	84	98	5	21	26	2	—	2	6	41	47	—	—	—

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recognised by the Department as qualified to teach the subjects named.*

	Males.							Females.								
	Total Number of Students.	Number recognised as qualified to teach.						Total Number of Students.	Number recognised as qualified to teach.							
		Drawing.	Singing.	French.	German.	Manual Work.	Agriculture.		Drawing.	Singing.	Needlework.	*Eligible for recognition as Teachers of Infants.	French.	German.	Household Management.	Manual Work.
Training Colleges:—																
Aberdeen Church of Scotland	5	5	4	2	—	5	—	59†	59	50	59	44	18	—	59	—
Edinburgh „ „	29†	29	27	—	—	—	5	84	79	75	84	43	16	12	58	—
Glasgow „ „	35†	32	28	1	1	—	—	90	89	74	90	32	15	15	—	—
Aberdeen United Free Church	7†	7	2	—	—	5	—	51	48	22	51	28	5	—	21	—
Edinburgh „ „ „	38	38	35	1	—	31	—	62	61	52	62	40	10	7	51	—
Glasgow „ „ „	33†	33	22	1	1	28	—	83‡	84	66	87	18	29	10	—	70
Edinburgh Episcopal	—	—	—	—	—	—	—	35	35	30	35	18	8	—	—	20
Glasgow Roman Catholic	—	—	—	—	—	—	—	59	55	57	59	—	15	—	—	31
Local Committees:—																
Aberdeen	5	5	—	—	—	—	—	15	15	7	15	—	6	4	—	—
Dundee	2	2	2	—	—	—	—	19	16	14	18	7	3	—	9	—
Glasgow	4	4	3	1	—	—	—	20	20	15	15	—	4	3	—	—
St. Andrews	1†	—	—	—	—	—	—	8	—	6	6	—	—	—	7	—
	159	155	123	6	2	69	5	588	561	468	581	230	129	51	205	121

* Recognition as a Teacher of Infants is subject to a favourable report by H.M. Inspector after probation.
† Including one student who completed his (or her) training previously to 1906.
‡ „ two students „ their „ „

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(No. 8.)

STATEMENT SHOWING THE RESULTS of the Written and O
Examination of Candidates for recognition as qualified Teache
of Modern Languages—1906.

	French.			German.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
No. of Training College Students presented. (Including former Students)	27	356	383	4	98	10
No. of King's Students presented. (Including former Students) - - -	4	51	55	—	10	1
No. of other Students presented - -	14	49	63	2	26	2
TOTAL -	45	456	501	6	134	14
No. who obtained recognition as qualified Teachers - - - - - - -	16	176	192	6	68	7
No. who passed written Examination only - - - - - - - -	2	35	37	—	12	1
No. who passed Oral Examination only -	8	100	108	—	35	3
No. of unsuccessful Candidates - -	19	145	164	—	19	1

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LIST OF COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department under Article 91 (*d*) of the Code, from 1st April, 1905, to 31st March, 1906.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure).		
									£	s.	d.
607	9 June '05.	Forfar County Council	1905	Forfar	Physical Drill	30	27	25	16	6	7
†608	26 July '05.	Marine Biological Association of the West of Scotland	„	Millport	Nature Knowledge	65	41	41	100	8	7
609	22 Aug. '05.	Greenock (B) School Board	1905–06	Greenock	Woodwork	60	8	8	16	10	0
610	26 Aug. '05.	Dumbarton (B) School Board	„	Dumbarton	Drawing	60	24	20	5	9	1
611	30 Aug. '05.	Glasgow Roman Catholic Training College	„	Glasgow	Practical Science	60	19	19	43	8	7
612	30 Aug. '05.	„	„	„	Phonetics	40½	16	8	11	10	4
613	5 Sept. '05	„	„	„	Drawing and Clay-Modelling		Course	abandoned			
614	„	„	„	„	French	66	23	9	10	10	7
615	13 Sep. '05.	Linlithgow County Committee	„	Bathgate	Woodwork	84	11	7	27	0	0
616	„	„	„	Bo'ness	„	72	12	12	23	4	7
617	21 Sep. '05.	A Local Committee at Paisley	„	Paisley (St. Margaret's Convent School)	Drawing (1st Year)	81	22	18	19	3	6
618	„	„	„	„	Drawing (2nd Year)	81	24	18	19	13	2

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Holiday Course.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where Held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure). £	s.	d.
619	21 Sept. '05.	A Local Committee at Paisley	1905-06	Paisley (St. Margaret's Convent School)	Practical Physics (1st Year)	65	18	18	18	19	9
620	"	"	"	"	Practical Physics (2nd Year)		Course	abandoned.			
621	4 Oct. '05.	Broughty Ferry School Board	"	Broughty Ferry	Drawing	60	17	16	29	13	8
622	6 Oct. '05.	Inverness Free Library Committee	"	Inverness	Drawing	96	12	12	11	7	5
623	9 Oct. '05.	Governors of Paisley Technical College	"	Paisley	Drawing	70	20	13	28	17	6
624	"	"	"	"	Brushwork and Clay-Modelling	84	19	12	29	19	7
625	"	Governors of Glasgow School of Art	"	Glasgow	Drawing	60	83	51	101	12	10
626	11 Oct. '05.	Fife County Council	"	Cupar	Physical Training	60	20	16	33	18	0
627	"	"	"	Dunfermline	Physical Training	56	39	24	38	16	3
628	"	Leith (B) School Board	"	Leith	Nature Knowledge	75½	28	13	45	13	1
629	"	"	"	"	Drawing	70	38	34	39	15	4
630	"	Fife County Council	"	Dunfermline	Drawing	70	27	19	36	15	0
631	"	"	"	Thornton	Drawing	70	35	32	53	11	3
632	"	"	"	Dunfermline	Woodwork	70	16	15	33	15	0
633	12 Oct. '05.	Elgin County Committee	"	Elgin	Physical Drill	34	75	70	39	13	3

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ⅔ of approved* expenditure). £	s.	d.
634	13 Oct. '05.	Lanark County Council	1905-06	Airdrie	Drawing (1st Year)	65	12	10	21	10	10
635	"	"	"	"	Drawing (2nd and 3rd Years)	67½	30	26	32	14	6
636	"	"	"	Lanark	Drawing (1st Year)	60	18	10	17	6	7
637	"	"	"	"	Drawing (2nd Year)	60	13	10	17	6	7
638	"	"	"	Glasgow School of Art	Drawing (1st Year)	60	37	23	43	2	7
639	"	"	"	"	Drawing (2nd Year)	60	57	40	50	13	4
640	"	"	"	"	Drawing (3rd Year)	60	112	65	194	15	11
641	"	Edinburgh School Board	"	Edinburgh	Drawing	60	102	98	80	12	0
642	16 Oct. '05.	Glasgow School Board	"	Glasgow (Provanside P. School)	Drawing and Clay Modelling	60½	48	46	36	0	8
643	"	"	"	Glasgow (Provanside P. School)	Drawing and Cardboard Modelling	60½	40	36	36	0	4
644	"	"	"	Glasgow (Pupil Teachers' Institute)	Drawing (2nd Year)	60	99	69	81	17	0
645	"	"	"	Glasgow (Whitehill P. School, Glasgow	Drawing	60	23	20	45	16	2
646	"	"	"	(Adelphi Terrace P. School)	"	60½	45	29	37	15	0
647	"	"	"	Glasgow (Pupil Teachers' Institute)	Drawing (First Year)	60½	111	83	58	4	6

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9.)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved expenditure).		
									£	s.	d.
648	16 Oct. '05.	Glasgow School Board	1905-06	Glasgow (Woodside P. School)	Chemistry and Physics	84	34	28	44	7	8
649	17 Oct. '05.	Roman Catholic Committee of Glasgow	,,	Glasgow	Drawing	60	31	20	37	18	3
650	,,	,,	,,	,,	Practical Science	60	50	41	56	9	4
651	,,	,,	,,	,,	French	60	14	9	8	5	0
652	18 Oct. '05.	Stirling Burgh School Board	,,	Stirling	Drawing and Modelling	60	49	45	55	19	8
653	,,	,,	,,	,,	Nature Knowledge	60	13	12	35	2	3
654	,,	Perth School Board	,,	Perth	Cookery	60	14	13	24	12	0
655	19 Oct. '05.	Ayr County Committee	,,	Kilmarnock	Drawing (1st year)	63	19	15	24	9	8
656	,,	,,	,,	Ayr	Drawing (1st and 2nd years)	60	52	35	48	11	9
657	,,	,,	,,	,,	French { Jnr. Class / Snr. ,,	40 / 60	30 / 21	20 / 17	49	10	0
658	20 Oct. '05.	Perth School Board	,,	Perth	Drill	30	15	11	13	7	7
659	24 Oct. '05.	Eastwood School Board	,,	Eastwood	Physical Training (Females)	35	44	26	15	0	0
660	25 Oct. '05.	Aberdeen School Board	,,	Aberdeen	French	60	24	16	21	10	6
661	,,	,,	,,	,,	German	66	25	20	23	6	11
662	1 Nov. '05.	Stirling School Board	,,	Stirling	Woodwork	60	12	10	23	16	10

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (=¾ of approved* expenditure). £	s.	d.
663	13 Nov. '05.	St. Andrew's Burgh School Board	1905-06	St. Andrew's	Laws of Health	10	13	This Course is regarded as preliminary to a further practical Course.	7	10	0
664	16 Nov. 05	Perth School Board	,,	Perth	Woodwork	60	10	10	21	0	0
665	,,	,,	,,	,,	Chemistry	60	16	10	24	7	6
666	,,	,,	,,		German Elementary Advanced	 37½ 48	 9 4	 7 4	23	17	9
667	17 Nov. '05	Leith School Board	,,	Leith	Physics	65	10	8	10	17	0
668	,,	,,	,,	,,	Chemistry	65	11	10	26	1	3
669	,,	Aberdeen County Committee	,,	Fraserburgh	Drawing	75	18	18	18	15	0
670	,,	,,	,,	Peterhead	,,	54	18	14	18	15	11
671	,,	Aberdeen School Board	,,	Aberdeen	French	60	33	28	* 18	3	9
672	18 Nov. '05	Aberdeen County Committee	,,	Maud	,,	62	17	13	26	7	9
673	,,	,,	,,	Ellon	,,		Course	abandoned			
674	28 Nov. '05	Govan School Board	,,	Partick	Chemistry	93	23	16	32	18	11
675	6 Dec. '05	Hamilton (B) School Board	,,	Hamilton	Drawing (1st Year) ,, (2nd Year)	48 60	12 11	1 11	22	17	7
676	,,	,,	,,	,,	Drawing and Modelling (2nd Year)	60	17	12	23	0	9

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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(No. 9)—*continued.*

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure).		
									£	s.	d.
677	6 Dec. '05	Hamilton Burgh School Board	1905-06	Hamilton	Drawing (3rd Year)	60	19	12	24	0	1
678	"	"	"	"	Woodwork (1st and 2nd Years) and Cardboard Modelling.	48	13	13	23	0	9
679	"	"	"	"	Physical Training. (1st and 2nd Years—Females)	26	32	8	11	0	3
†680	7 Dec. '05	Shetland County Committee	"	Lerwick	Physical Drill	24	35	26	24	6	3
681	18 Dec. '05	Edinburgh School Board	"	Edinburgh	"	36	145	130	77	4	0
682	19 Dec. '05	Roman Catholic Committee of Glasgow	"	Glasgow	"	20	256	247	52	5	0
683	5 Jan. '06	Aberdeen County Committee	"	Maud	German	62	20	15	26	7	9
684	20 Jan. '06	Perth School Board	"	Perth	French	{ 54 68	4 12	3 12 }	18	16	9
685	25 Jan. '06	"	"	"	Drawing (1st year)	60	21	20	24	3	9
686	"	"	"	"	Drawing (2nd Year)	60	18	17	26	1	3
687	16 Feb. '06	Leith (B) School Board	"	Leith	Physical Training	9	95	Attendance to be considered in connection with next year's Course.	14	1	2
688	"	Inverness County Committee	"	Inverness	French Phonetics		Course	not yet complete.			
689	24 Mar. '06	Edinburgh and East of Scotland College of Agriculture	1906-07	Edinburgh	Nature Knowledge (Horticulture)		Course	not yet complete.			
					TOTALS - - -		2,760	2,098	2,718	1	6

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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Subject.	15 November, 1899, to 31 March, 1901.			1 April, 1901, to 31 March, 1902.			1 April, 1902, to 31 March, 1903.			1 April, 1903, to 31 March, 1904.			1 April, 1904, to 31 March, 1905.			1 April, 1905, to 31 March, 1906.		
	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.
Cookery and Laundry Work	1	8	6	2	34	31	5	76	59	2	28	27	3	58	44	1	14	13
Drawing	33	1,935	1,242	65	3,394	2,638	92	3,814	3,330	72	2,652	2,304	45	1,375	1,236	36	1,335	1,006
Manual Instruction:—																		
Cardboard Modelling	3	86	34	6	213	181	3	76	60	–	–	–	1	19	19	–	–	–
Clay Modelling	–	–	–	4	127	103	1	17	17	–	–	–	–	–	–	–	–	–
Woodwork	6	209	139	9	184	151	6	66	62	6	80	71	7	106	99	7	82	75
Modern Languages:—																		
French	2	27	15	3	32	18	5	54	25	6	108	62	7	157	125	8	178	127
German	2	12	7	2	29	13	1	6	4	2	31	14	2	24	22	3	58	46
Nature Knowledge:—																		
Natural Science (Botany, Zoology, &c.)	7	218	151	22	616	454	18	363	293	20	379	274	9	131	110	4	82	66
Physical Science (Physics, Chemistry, &c.)	10	173	144	11	142	114	11	146	109	16	236	188	10	193	179	8	181	150
Drill	4	160	154	6	275	257	8	204	176	8	405	391	11	360	332	11	783	583
Laws of Health	–	–	–	–	–	–	–	–	–	1	53	51	1	70	70	1	13	–
Land Surveying	–	–	–	–	–	–	–	–	–	1	14	11	–	–	–	–	–	–
Phonetics	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	16	8
Totals	68	2,828	1,892	130	5,046	3,960	150	4,822	4,135	134	3,986	3,393	96	2,493	2,236	80*	2,742	2,074
Total Grants paid	£2,655			£4,709†			£5,099			£4,812†			£3,143			£2,718†		

* Excluding figures for 2 Courses not yet completed. † Excluding Grants not yet paid, viz.: 1 Drawing in 1901–2, 1 Drawing in 1903–4, 1 French, 1 Nature Knowledge in 1905–6.

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No. 10.

KING'S SCHOLARSHIP EXAMINATION, DECEMBER, 1905.

Summary of Results of Examination.

MALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	7	2	9
2nd Class	34	6	40
3rd Class	39	15	54
Total :—Passed	80	23	103
Failed	7	12	19
Total presented	87	35	122
Qualified under Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*).	108	44	152

FEMALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	178	17	195
2nd Class	220	45	265
3rd Class	349	90	439
Total :—Passed	747	152	899
Failed	123	87	210
Total presented	870	239	1,109
Qualified under Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (b), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) or 96 (*b*).	281	98	379

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No. 11.

CERTIFICATE EXAMINATION, JULY, 1906.

Summary of Results of Examination of Graduates and Teachers.

GRADUATES.

Examined under Article 47 II. (*c*). of the Code.

	Number Examined.	Passed.	Failed.
ales	23	23	—
males	24	24	—
Totals	47	47	—

Exempted under Article 48 (*b*). of the Code.

ales	12
males	21
Total	33

TEACHERS EXAMINED ON **Second Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
ales	18	—	3	5	10
males	634	21	69	459	85
Totals	652	21	72	464	95

TEACHERS EXAMINED ON **First Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
les	35	4	3	13	15
nales	710	72	155	403	80
Totals	745	76	158	416	95

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COTCH EDUCATION DEPARTMENT,
WHITEHALL, LONDON.

King's Scholarship Examination.

December 1907.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF PUPIL TEACHERS

FOR

DMISSION AS STUDENTS IN FULL TRAINING,

AND OF CANDIDATES FOR THE OFFICE OF

ASSISTANT TEACHER.

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NOTICE

AS TO

KING'S SCHOLARSHIP EXAMINATION, 1908.

Notice is hereby given of the intention to hold a further and final King' Scholarship Examination in December, 1908, FOR PUPIL-TEACHERS AN TEACHERS RECOGNISED UNDER ARTICLES 32 (c) 3 and 19 D (a) O THE CODE ONLY. This examination is to be held primarily to meet th cases of Pupil-teachers for whom it has not been found possible to arrang for a curriculum of instruction which can be approved in terms of Articl 69 of the Regulations for the Training of Teachers, and who have accordingl obtained the special permission of the Department to terminate thei engagements in terms of Article 70 thereof. The Examination will als be open to any Candidates who were qualified to attend the King's Scholar ship Examination AS PUPIL-TEACHERS in previous years.

Pupil teachers who are eligible to attend this Examination may als qualify for exemption therefrom in terms of Article 70 (d) 6 of the Code.

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SCOTCH EDUCATION DEPARTMENT.

KING'S SCHOLARSHIP EXAMINATION, 1907.

IMPORTANT.

The attention of Candidates for the King's Scholarship Examination to be held in December, 1907, is called to the terms of * Article 73 (b) 1 and 2 of the Regulations for the Training of Teachers, from which it will be seen that it is only in the case of Candidates who have been Pupil-teachers that a pass at this examination will qualify for immediate admission into full training. Successful candidates, other than Pupil-teachers, will be recognised as Assistant Teachers under Article 79 of the Code, and must serve for a period of not less than 12 months in that capacity in order to qualify for admission into training in terms of *Article 73 (b) 4 of the Regulations.

REGULATIONS.

1. The Examination will commence on Tuesday, 17th of December, 1907, and will be held at each of the Training Colleges, and at the following special Centres :—

AYR.	GREENOCK.	PAISLEY.
DALIBURGH.	INVERNESS.	PERTH.
DUMFRIES.	KIRKWALL.	PORTREE.
DUNDEE.	LERWICK.	STIRLING.
DUNFERMLINE.	MOTHERWELL.	STORNAWAY.
ELGIN.	OBAN.	WICK.

2. The Examination extends to the subjects required in the course of a Pupil-teacher's engagement and mentioned in the Syllabus appended hereto.

3. Candidates must be either Pupil-teachers entering for their final examination under Article 70 of the Regulations for the Training of Teachers, or, not having been Pupil-teachers, persons over 18 years of age on the 1st of October next following the date of the Examination. The names of all Candidates must be notified to the Department before the 1st October, 1907.

**Articles of the Regulations referred to above :—*

"73 (b) In any year up to and including 1914 there may be admitted as Students in Full Training :—

1. Pupil Teachers who have passed the King's Scholarship Examination (1st, 2nd or 3rd class) or who have obtained exemption therefrom in terms of Article 70 (d) (6) of the Code.

2. Persons other than Pupil Teachers who have passed the King's Scholarship Examination in the 1st or 2nd Class at the Examination held in 1906 or any previous year.

* * * *

4. Persons who have served in State-aided Schools in Scotland for not less than twelve months as Assistant Teachers (Article 79 of the Code), or as Provisionally Certificated Teachers (Article 60 of the Code).

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4. Application on behalf of Pupil-teachers and others engaged in State-aided Schools, for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form will be sent to the managers of any State-aided School on application.

5. Pupil-teachers or ex-Pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 9 (or 9*b*) for the School.

6. Candidates who have *not* been Pupil-teachers must apply by letter to the Department for permission to attend the Examination, stating that they are non-pupil-teachers, and giving their name *in full* and the exact date of their birth.

7. Non-pupil teachers, in order to obtain marks for Reading, Repetition, and Teaching, must communicate with H.M. Inspector for the district, whose report will be made on Form 13 [c]; and they must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness, which must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

8. Candidates wishing to be examined at a Training College must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Special Centres is offered (*see page* 695).

9. Candidates will be informed by letter from the Department as to the result of their Examination. Pupil-teacher Candidates who obtain a place in the First, Second or Third Class will be eligible for admission as Students in Full Training. For information as to the qualifications of successful Candidates as Assistant Teachers, *see* Articles 79 and 32 (*c*) 2 of the Scotch Code, and Article 71 (*b*) and (*c*) of the Regulations for the Training of Teachers.

10. The position in the Class List of any Candidates entitled to exemption under Articles 70 (*d*) 6, 95 (*a*) 2, or 95 (*a*) 3, of the Code who elect to undergo the Examination, will depend upon the result of such examination.

11. Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Training of Teachers.

Copies of the papers set at previous Examinations (price 6*d.* post free 7*d.*), of the Scotch Code (price 3*d.*, post free 4*d.*) and of the Regulations for the Training of Teachers (price 3½*d.*, post free 4½*d.*) may be obtained from Messrs. Wyman & Sons, Limited, Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin, or through any bookseller.

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SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. *[30]—To read with fluency, ease, and ıst expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson ith clearness and force, and knowledge of meanings and allusions.

Teaching. [60]—To give a collective or class lesson on any subject ught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the xercises in Reading, Repetition and Teaching before H.M. Inspector at one his visits to their school preceding the King's Scholarship Examination, elsewhere as he may arrange. Other Candidates, by giving notice to the spector of the district, will have an opportunity of Reading, Repeating nd Teaching before him at some school of which he will give them notice.

Penmanship [30] and Dictation. [30]

1. To write a specimen of the penmanship used in setting copies of text and and small hand.

2. To write a passage from Dictation.

Candidates should write a firm, round, legible hand.

English [60] and Composition. [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and terature.

To write an original composition on a given subject.

Geography. [50]—Physical, political and commercial geography of ıe World, with special reference to the British Isles and British ossessions.

Answers may be required to be illustrated by sketch maps.

History. [50]—British History from Julius Cæsar to the present me, with a special reference to Scottish History.

Note.—All Candidates will be required to pass in the subjects of Geography nd History. Those Candidates who, at this Examination, fail to obtain at east 40 per cent. of the maximum number of marks for Geography and History ombined, will be held to have failed in the Examination, and will be so in- rmed.

Candidates who pass the King's Scholarship Examination will understand hat they are thereby necessarily qualified in Geography and History for the urposes of the Certificate Examination for Acting Teachers.

* The figures in brackets indicate the maximum number of marks allowed r each subject.

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***Mathematics.** *Females.* [**90**] (*See Note to Mathematics for Males which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz. :—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I and III, with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Mathematics. *Males.*

Two papers [**90** each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz. :—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions, arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I-VI and XI., 1-21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

School Management. [**75**]—Notes of lessons.

The methods of teaching the ordinary subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. *Females.* [**80**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, night-dress and gored petticoat.

3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. *Females.* [**45**]—Food; its composition, functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

The feeding and management of infants and young children.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

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B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects :—

MUSIC.

ONE LANGUAGE (or *two* languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—**Candidates may take theory without also taking the tests in practical skill.**

(*a.*) THEORY. [**20**]

Staff Notation :

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Sol-fa Notation.

AND

Tonic Sol-fa Notation :

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Translation of a short passage into Staff Notation.

(*b.*) PRACTICAL SKILL. [**30**]

The tests can be sung from the staff or the tonic sol-fa notation (or both) at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages (in both notations) combining time and tune, and to tell ear exercises freely.

Languages. [**80 each**]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books :—

LATIN.—Cicero, De Senectute, and Virgil, Æneid, Book II., and simple unseen passages.

GREEK.—Xenophon, Anabasis, Books III. and IV., and Homer, Iliad, Book III., and simple unseen passages.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages. A few additional marks will be allowed for the use of German Script.

NOTE.—*Candidates who fail to make at least 25 per cent. of the maximum for any Language will not be credited with any marks therefor.*

Science [**80**] **and Drawing.** [**60**]—To obtain marks for Science or Drawing Candidates must have attended a three years' course (*see*, however, next paragraph) under a scheme previously approved by the Department for this purpose, and be presented at the Leaving Certificate Examination in the subject in 1907, when marks will be awarded according to the merit of their work, even though a pass may not have been obtained.

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Pupil Teacher Candidates who, for good reason shown, have not be able to complete a full three years' course either in Science or Drawin will be allowed marks on a lower scale provided that at least one year the approved course has been satisfactorily overtaken, and that the Ca didates are duly presented as above.

Application to attend the Leaving Certificate Examination for t purpose of obtaining marks in Science or Drawing for the King's Schola ship Examination must be made through the Managers of the schools classes in which Candidates are receiving instruction. Such applicatio should reach the Department *not later than 1st March, 1907*. The Depa ment cannot guarantee that any application received after that date w be complied with.

Candidates who have been presented in Science or Drawing at a Leaving Certificate Examination previous to 1907 may be credited with t marks then awarded for their work. But any such candidates who ha already obtained a pass in Science or Drawing at the Leaving Certifica Examination, by continuing their study of these subjects, and being du presented in accordance with the above regulations at the Leaving Certi cate Examination in 1907, may be awarded marks up to a maximu of 90 in the case of Science, and 80 in the case of Drawing.

C.—SPECIAL SUBJECT.

Gaelic. [80]—In addition to the marks obtainable under the the fo going regulations, marks will be allowed for Gaelic :—

(1.) To candidates who are, or who have been pupil-teachers in any the counties mentioned in Article 19 E. Scotch Code, and

(2.) To candidates who, not having been pupil-teachers, are shown the satisfaction of the Department to have been under tuition some centre of instruction within the specified counties for at lea one year immediately preceding the King's Scholarship Examin tion.

All candidates must fulfil the following conditions :—

They must be presented at the Leaving Certificate Examination Gaelic in June, 1907.

Marks will then be awarded according to the merit of their wor whether they be successful at the Leaving Certificate Examinati or not.

Application to attend the Leaving Certificate Examination for th purpose must be made by the managers of the Schools, or oth centres of instruction, at which the candidates have been attendance, and should reach the Department *not later than 1 March, 1907*. The Department cannot guarantee that any appl cation received after that date will be complied with.

Candidates who were presented in Gaelic at the Leaving Certifica Examination in 1905 or 1906 may be credited with the marks th awarded.

Full particulars as to the scope and character of the Leaving Certifica Examination in Gaelic will be found in Circular No. 383, copies of whi may be had on application to the Department.

Candidates should follow the orthography of the dictionaries of Macle and Dewar, or of Maceachan.

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SCOTCH EDUCATION DEPARTMENT.

WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1907.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

The Examination will commence on Tuesday, the 2nd July, 1907, at 9.30 a.m.

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SCOTCH EDUCATION DEPARTMENT.

CERTIFICATE EXAMINATION, 1907.

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Tuesday, 2nd July, 1907, and three following days at the following centres:—

ABERDEEN.	GLASGOW.	PAISLEY.
AYR.	GREENOCK.	PERTH.
DUMFRIES.	INVERNESS.	PORTREE (*if a sufficient number of candidates apply*).
DUNDEE.	KIRKWALL.	
DUNFERMLINE.	LERWICK.	STIRLING.
EDINBURGH.	MOTHERWELL.	STORNOWAY.
ELGIN.	OBAN.	WICK.

2. The examination is open to candidates who are upwards of 20 years of age on the 1st October next following the date of the Examination, and have either:—

(1). Been employed for not less than one year as Provisionally Certificated Teachers (Article 60 of the Code), *or*—

(2). Served as Assistant Teachers (Article 79 of the Code), for at least twelve months in day schools approved by the Department, under Certificated Teachers, *or*—

(3). Passed the examination in first year's papers at the Certificate Examination in or before 1906.

The Examination is also open to Graduates in Arts or Science of any University of the United Kingdom *who graduated in or before the year 1906*, and who after a course of training for not less than six months, in a day school approved by the Department, satisfy the Inspector of their practical skill as teachers.

3. The names of all candidates must be notified to the Department before the 1st of May, on Form 147, by the Managers of the Schools in which they are serving (or in which they last served). A copy of Form 147 will be sent to the Managers of every State-aided School in or about the month of October, 1906.

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4. Under the School Teachers' Superannuation Rules (Scotland) 1899, every candidate desirous of being examined whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March. The medical examination must take place between 1st April and 1st June in the year in which the Examination is to be taken.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147, unless it has been produced in connexion with a previous examination.

5. The subjects of examination are laid down in the following Syllabus, and are open to candidates of either sex unless otherwise specified. Candidates are no longer required to pass two examinations. There will be one set of papers only, the general standard of which will be that of second year's papers at former examinations. (See Article 72 (a) of the Regulations for the Training of Teachers.)

6. The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

7. Candidates who do not obtain at least 25 per cent. of the maximum for ENGLISH and COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the letter (f).

8. Candidates will be informed by letter from the Department of the result of their examination.

Successful candidates will be recognised as Certificated Teachers from the first day of the month succeeding the date of the examination and upon the fulfilment of the conditions as to probation laid down in Articles 49 and 50 of the Regulations for the Training of Teachers, will be awarded certificates which will be of one class only, and will be held subject to the provisions of Article 54 of those Regulations.

Unsuccessful candidates may, nevertheless, if their performance at the examination warrants such a course, be recognised by the Department as having obtained the equivalent, for the purposes of Article 73 (*c*) of Regulations for the Training of Teachers, of a pass in first year's papers.

9. Under no circumstances can information be afforded as to the result of the examination in particular subjects.

Candidates are recommended to make themselves acquainted with the Regulations for the Preliminary Education, Training, and Certification of Teachers.

Copies of those Regulations, price 3½*d.*, post free 4½*d.*, and of the papers set at the previous Certificate Examinations, price 6*d.*, post free 7*d.*, can be obtained either directly or through any Bookseller from Wyman and Sons, Ltd., Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

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SYLLABUS. 1907.

1. OBLIGATORY SUBJECTS.

eading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school xt before the Certificate Examination.

Candidates will be expected to show a mastery of the higher alities of reading, such as expression, modulation of voice, and the rrect delivery of long or involved sentences.

They will be expected to read from *Macaulay's "History of England," Chapter I.*, and *Milton's "Samson Agonistes,"* or from an unprescribed book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

eaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. spector at his visit to their school next before the Certificate xamination.

enmanship (f) [50] and **Dictation (f)** [50].

1. To write a specimen of the penmanship used in setting copies of xt hand and small hand.

NOTE.—Pupils should be taught to write a firm, round, legible hand.

2. To write a passage from dictation.

nglish (f) [100] + **Composition (f)** [50].

1. An intelligent acquaintance with the language, style, and subject atter of *Shakespeare's "Henry V."* and *Johnson's Lives of Milton and ryden.*

(In 1908 the books will be *Shakespeare's "A Midsummer Night's Dream,"* and the first three chapters of *Gibbon's "Decline and Fall of the Roman Empire."*)

2. To write plain prose upon a given subject.

3. General knowledge of English literature in the seventeenth ntury.

n 1908 the prescribed period will be *the eighteenth century.*)

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1907. **School Management** [100].

1. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.

2. The best methods of teaching the subjects of the Elementary School curriculum (Scotch Code, Articles 19 (*a*) 4–7).

3. (*a*) School organization and classification.

(*b*) School registers, the mode of keeping them, and of making returns from them.

4. The laws of health as applied to school premises, scholars and teachers.

5. Quick's Educational Reformers, chapters 13, 16, 17, 18, 19.

N.B.—Candidates who desire to obtain special recognition as teachers of infants, are referred to the conditions laid down in Articles 51 and 74 of the Regulations for the Training of Teachers.

***Mathematics.**—*Females* [100]. (*See note to Mathematics for Males, which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz. :—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

Mathematics.—*Males.*

Two papers [100 each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz. : —

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plain and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

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TRIGONOMETRY. Elementary Trigonometry, including the solution triangles, with the aid of four place logarithms. Graphical solutions problems. 1907.

NOTE.—*All candidates must bring instruments to the Examination for rect drawing and measurement, viz., a ruler graduated in inches and tenths one side, and in centimetres and millimetres on the other; a protractor luated in degrees; set squares; and compasses.*

litical Economy—*Males* [75].

Elementary Questions in Political Economy.

omestic Economy.—*Females* [75].

1. Food—its composition, function, and preparation.
2. Clothing and Laundry.
3. The Dwelling.
4. The Laws of Health and Sick Room Management.
5. The Feeding and Management of Infants and Young Children.
6. Household Expenses and Investment of Money.

edlework—*Females* [75].

One of the following exercises will be set :—

(*a*) An examination paper testing the Candidate's practical knowledge of the method to be pursued in teaching needlework to classes of children;

or,

(*b*) An exercise in cutting out and fixing the various parts of some garment;

or

(*c*) An exercise in practical mending, darning, patching, &c.

. The needlework course should include the various stitches used in the making and repairing of ordinary underclothing and of the articles included in the term house-linen.

2. The cutting-out in paper and in material of garments suitable for making up by children. The paper garments may be half-size.

3. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.

. The drafting of patterns based on some simple system of measurements or proportion.

. The stitches used in the higher branches of plain needlework; feather stitching, open hem stitch, whipping, etc.

. The knitting of simple articles: vests, socks, stockings, etc.

ography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.

2. The Physical, Commercial, and Industrial Geography of the British Empire.

Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

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1907. **History.**

1. A General knowledge of the most important events in British History, with dates.

2. British History from the Accession of James I. to the Restoration, with special reference to (*a*) constitutional questions; (*b*) military operations; (*c*) leading statesmen; (*d*) great authors.

Note.—For the adequate study of this special period candidates should consult one or more of the chief authorities.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, or whose qualification under Article 79 does not include these subjects, must, unless they have obtained a pass at the Leaving Certificate Examination in English, including Geography and History, take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination before 1897, or who passed the Certificate Examination in first year papers before 1898, will be held to have qualified in Geography and History if at either of those Examinations they obtained not less than 40 per cent. of the maximum for the two subjects combined, failing which they will be required to take the subject or subjects for which they obtained less than 40 per cent. of the maximum, at this Examination.

Candidates who passed the Scholarship Examination in Scotland in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at this Examination. This will not, however, entail any loss of marks.

II. OPTIONAL SUBJECTS.

Music.

Candidates are expected to have a knowledge of both notations.

NOTE.—Marks for Music are not given, unless the Candidate obtain at least 30 per cent. of the maximum marks for the Subject.

(*a*) PRACTICAL SKILL [30]:—

(i) To sing a short example in time and tune.

(ii) To beat time to a passage to the syllable *doh* (or *lah*).

(iii) To give the names of a short series of notes (the chord of the key being given).

(*b*) THEORY [20]:—

1. The compass and registers of the voices of men, women, and children. General rules relating to voice training of children.

2. Musical terms in common use.

Staff Notation.

3. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.

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1907.

. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.

. Translation into Tonic Sol-fa Notation.

Tonic Sol-fa Notation.

. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones.

. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c.

. Translation into Staff Notation.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to two languages.)

The papers will contain passages for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose. In the German paper marks will be allowed for the use of German Script.

Candidates who take French or German will be required to read (not translate) easy French or German narrative to H.M. Inspector at his visit to their School next before the Examination, and unless a reasonably high standard is reached, a deduction will be made from the marks obtained for the written paper. On the other hand, marks will be added in the case of candidates who do well in this test.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any Language will not be credited with any marks in that subject.*

DRAWING AND SCIENCE

Marks will be awarded for satisfactory work at † courses of instruction conducted under Article 91 (d) of the Code or Article 55 of the Regulations for the Training of Teachers in the following subjects:—

A. *Physics and Chemistry*

*B. *Any branch of Biology.*

C. *Drawing.*

D. *Navigation.*

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* Students claiming marks in respect of attendance at a course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be reduced.

† Other suitable courses may be recognised, but Candidates who propose to attend a course of instruction, other than one conducted under Article 91 (d) of the Code or Article 55 of the Regulations for the Training of Teachers, should be careful to ascertain from the managers that it has been specially approved by the Department for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

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1907. The maximum marks for Drawing or Science can be obtained only when the Course or Courses of instruction attended extend to not less than three years of study.

Marks for Science and Drawing are also awarded for successful work in those subjects as tested at the Leaving Certificate Examinations, even though the Candidate may have fallen short of the standard required for a pass, but the *maximum* marks cannot be obtained unless such work has been supplemented by subsequent attendance at Courses referred to above.

NOTE.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for DRAWING may be allowed in respect of passes obtained BEFORE 1902 at the local examinations in that subject.

GRADUATES.

NOTE.—*The following Regulations apply only to Candidates who graduated in or before the year 1906.—The Department must be satisfied as to the adequacy of the* preliminary *course of training undergone by the candidates. They will also look narrowly into the answers given to the questions in the two papers set for these candidates, and will require evidence of a sound knowledge of the first principles of teaching.*

(1.) The Examination of Candidates admitted under Article 72 (c) of the Regulations for the Training of Teachers will commence at 10 a.m., and will be completed at 5.30 p.m. on Wednesday, the 3rd July, 1907.

(2) The *papers set will be (*a*) the School Management paper (*see* page 6) and (*b*) a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

* The Department may accept in place of the above papers—

A certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—*see* Article 48 (*b*) of the Code.

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ENERAL REPORT BY DR. W. LESLIE MACKENZIE ON THE TEACHING OF SCHOOL AND PERSONAL HYGIENE TO STUDENTS IN TRAINING AS TEACHERS IN SCOTLAND.

March, 1907.

IR,—

A little over three years ago, I was instructed by my Lords of he Scotch Education Department to examine certain Classes in he Laws of Health at two of the Normal Training Colleges. ince that time, all the Training Colleges in Scotland, and all the ommittees in charge of King's Students, have instituted courses the same subject, and I have already submitted to you special eports of the work done in the various localities.

Last year, that is the year 1905 to 1906, there were in all velve courses:—

EDINBURGH.—Established Church Training College, United ree Church Training College, Episcopal Training College.

GLASGOW.—Established Church Training College, United Free hurch Training College, Roman Catholic Training College, ocal Committee for King's Students.

ABERDEEN.—Established Church Training College, United ree Church Training College, Local Committee for King's tudents.

ST. ANDREWS.—Local Committee for King's Students.

DUNDEE.—Local Committee for King's Students.

I have the honour to submit the following General Report:—

FIRST.—*Objects of the Course in Laws of Health.*

Briefly, the object of this course is to assist the teacher n discovering such gross mental or physical defects as may nfit, or tend to unfit, the child for school work. The teacher is ot expected to become a doctor, or to assume the functions of a octor. It is intended only that he should be put in the attitude o observe, that he should know enough of the common school iseases and defects to prevent him from pressing incapable hildren or retaining sick children at school, and that he should e trained to appreciate the limits of mental work, the limits of hysical exercise, and, generally, the conditions that unfit the hild for the one or the other. He is not expected to search out iseases or defects; but, when placed in charge of a class or a chool, he should be able to say whether a child is maintaining is progress in his class and whether his failure to do so is due o some special defect or to general incapacity. Among children t school, many defects necessarily emerge, and the object of the ourse on the Laws of Health is to prepare the teacher for the ommoner defects and ailments.

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SECOND.—*Methods of Instruction.*

A—*Lectures and Demonstrations.*

All the lecturers on the Laws of Health have fully realise the object of the course; but each lecturer, as the special Report indicate, has followed his own method of attaining that objec At first, there was a tendency to be satisfied with simpl expository lectures. These were mainly compounded o elementary anatomy, physiology and hygiene. There was littl if any, attempt to bring the students face to face with actua children, many difficulties standing in the way; but it was eas to give a course of general lectures. The results of this teachin were not satisfactory. The students had too little allied infor mation to enable them to assimilate the information offered; th ground covered was almost always too extensive; the subject treated were often out of relation to the practical work of teacher. But the transition from the systematic lecture to th practical training in observation has now, in almost all th centres, been more or less successfully made. The difficulties o finding subjects for demonstration have largely disappeared. I most of the centres, selected schools are visited; children ar observed in groups and individually, and every student has a opportunity of testing directly the practical value of the know ledge acquired, and of recording in detail the physical an mental conditions of one or more suitable children.

It is, however, still necessary to say (1) that the systemati lecture, unsupplemented by concrete observation and practic is not the most satisfactory method of conveying the informatio intended; (2) that there is a persistent temptation to include large number of topics suitable only for written examinations (3) that verbal descriptions of conditions or symptons are o practically no value by themselves; (4) that such note-taking a may be necessary ought mainly to be descriptive notes of chil dren actually observed at close quarters by the students; (5 that the primary and essential thing is not the verbal repro duction of written or spoken descriptions, but the practical ski that comes of properly directed observation.

No doubt, within the conditions of school life, it is sometime difficult at the moment to secure good material; but th experience of the last year has fully confirmed my early vie that, in any elementary school whatever, there need never be an lack of subjects for demonstration. It is not necessary that th children selected should be seriously ill or suffering from gros defects. Wherever there are twenty children, there will be som departures from the normal, and these afford occasions for clinica exposition. No two children hear quite alike; no two childre see quite alike; no two children walk quite in the same way, o sit in the same way, or speak in the same way. For the purpose of training in the Laws of Health, nothing can be better tha these slight departures from the normal—for example, inflame eyes, squints, straining of vision, wax in the ears, running of ears uncleanness of hair, presence of flea-bites, slightly enlarged glands

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mouth-breathing, nasal catarrh, excessive paleness, exceptional variations in height and weight, differences in action and perception, etc., etc. The medical practitioner, however, naturally tends to rely on the teaching value of grossly morbid cases. In the poorer schools, such cases are numerous, and, in several of the courses, they have been demonstrated to great advantage. But the absence of grossly morbid cases should never be a bar to concrete demonstration; the training in observation can proceed quite as effectively when the children are approximately normal.

B.—*Visitation of Schools.*

In almost all the Centres, the students have visited some schools. They have inspected classes in actual session. They have taken observations of prominent defects. They have recorded the conditions of ventilation, of temperature, of lighting and of the furnishings of the rooms. But there have been considerable variations in the educative effects of the visits. In some cases, the students showed little interest in concrete observation; in others, the interest was extremely active. In some cases, too, the lecturer was apt rather to describe the conditions himself than to stimulate the students to record them. In my experience, lecturing and prescribed book-lessons tend to impair the capacity for observation and to inhibit the impulse to record the observations made. Even the most rudimentary description by a student using his own powers of observation is of more educative value than a more elaborate description repeated from memory. But, to speak generally, the efforts to evolve from these "clinical" visitations of the schools a definite training value were successful. To the skilled medical teacher there is here a field that is practically illimitable.

THIRD.—*Place of Subject in Curriculum.*

Where the Laws of Health form a part of the first year's course, the interest of the students has been distinctly less; the quality of the written work has suffered and there has been little enthusiasm. This may be due partly to the fact that, in the first year, the training in allied subjects is less, and the practical purpose of the training is not appreciated at that stage. But, in one or more colleges, the work of the first year has been followed up in the second year, and in all such cases the results have been excellent. The students, as they approach the realities of teaching, are better able to see the practical bearing of physical defects on mental progress. In one college, the second-year students are regularly required to record on a schedule their observations in the Practising School. (See Appendix II.)

Some of these schedules I saw as they had been filled in by the students. The result was very gratifying. Occasion was systematically taken by the lecturer to discuss with the students the points observed. In this way the second-year students were enabled to apply in the concrete the knowledge gained in the previous year.

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FOURTH.—*Relation of Course to Medical Inspection.*

Instruction of the teachers in the Laws of Health I regard as only preliminary to a systematic medical inspection of school children. What the teacher can do is indispensable to the success of a system of medical inspection; but it is not a substitute for medical inspection. The teacher in the course of his work necessarily discovers a vast number of individual peculiarities in his children. Of these peculiarities, some are of no consequence to the education of the child; others are, in one or other degree hindrances; still others are positively morbid obstructions. By a course of instruction in the Laws of Health, it is intended to prepare the teacher to discriminate between the lesser defects and those that should be submitted for medical investigation. The natural assumption of every teacher is that every child should learn at the same pace. This assumption is soon qualified by experience. But, oftener than is at present supposed, the variation in pace is due not necessarily to mental inequalities, but to affections of the senses or of the general health. From his instruction in the Laws of Health the teacher acquires the habit of distinguishing for himself between the defects of inherited capacity and defects arising from morbid conditions.

FIFTH.—*Tests of Proficiency.*

What tests of proficiency can we apply? If the instruction is mainly clinical, it is necessarily unsystematic; if it is to be made systematic, it cannot, without great difficulty, be made clinical. The time allotted to the work in some of the colleges is not enough to enable a lecturer to make the course at once fully systematic and adequately clinical. To do this effectively it would be necessary to have at least an hour a week for a year. This is a very large proportion of time when the courses are already so crowded; but I should think it possible, by judicious correlation of domestic economy, school management, and general hygiene, to make twenty-five hours of instruction in the Laws of Health as effective as fifty hours without such correlation of studies.

Written examinations, especially where the instruction is mainly clinical, are never a sufficient test. But this test has been supplemented in several cases by the exact clinical records of observation. This should always be reckoned as an element in making up the final mark.

SIXTH.—*Relation of Medical and Non-Medical Lectures.*

In three colleges and one of the training centres, the greater part of the instruction was given by non-medical lecturers. In all the other colleges and centres, the lecturers were qualified medical practitioners.

The practical question arises—How far is it profitable to base instruction in Laws of Health on generalised non-medical anatomy, physiology, and hygiene? How far is it necessary to supplement such instruction by the work of qualified medical teachers? As I have already indicated, it is an advantage to

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have some preparation in general physiology, which need not be specifically medical. But such instruction is by itself too generalised, too abstract, and too little adapted to the practical work of school-room teaching. To be of real value, such instruction must be adequately supplemented by clinical demonstrations, and the full value of these can be obtained only when they are undertaken by a medical practitioner. From my observations of the work done, I am quite satisfied that this conclusion is sound. In one or two instances, the highly generalised sketches given of anatomy, physiology and hygiene were interesting enough in themselves, but they were of little, if any, value, either in training the observing capacity of the student or in furnishing his mind with a basis for extending his experience. The time spent on such general expositions and note-taking would have been better spent even on imperfect observation of actual children and actual school conditions. In short, I consider that the most fruitful method is—not to work forward from abstract anatomy and physiology, but—to work backward from the concrete child. The relevant anatomy and physiology will then appear as the hypothesis necessary to account for the peculiarities of the child subjected to clinical analysis. This was Huxley's method of teaching elementary biology, and I have never known a better. It effectually prevents the exposition from "degenerating into a lecture," as one master of method put it.

SEVENTH.—*Illustrations of Work Done.*

The nature of the instruction may be best illustrated by selected passages from the special Reports. These passages, though written in connection with special colleges or centres, are of general interest. The illustrations are offered, not as models for literal imitation, but as types for suggestion. It is clear that, through all the varieties of exposition, demonstration, and practical exercise, there is one dominating purpose, namely, to train the teacher to observe all the conditions that tend to obstruct the process of education, mental and physical.

ABERDEEN—CHURCH OF SCOTLAND TRAINING COLLEGE.

"As illustrative material, some thirty children had been taken from the Practising School. From among these, cases were taken at random and examined before the class. Such points as good and bad nutrition, mouth-breathing, defective vision, squint, signs of adenoids, and defective hearing were readily demonstrated. The students showed the keenest interest in the demonstrations. Replies to questions of this or that sign or symptom were readily given. The points commented on were all practical and all important. Some twelve children were gone over in considerable detail, and general observations were made on the remainder."

ABERDEEN—UNITED FREE CHURCH TRAINING COLLEGE.

"The first part of the exposition was occupied with a short description of skin diseases, including ring-worm, scabies, impetigo contagiosa, favus, eczema, alopecia areata, psoriasis, and shingles. Two typical

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cases of ring-worm were shown. One typical case of alopecia w shown. The contrast between it and ring-worm was well brought ou It was not possible to find cases of the other skin diseases in th Practising School.

"This exposition was followed by an examination of some ten twelve selected pupils. The cases included rickets, defective visio imperfect development, inflamed eyes, mal-nutrition, wry-neck, squi unequal development. The students were requested to weigh a measure and take general observations. They were questioned practical points regarding astigmatism and spectacles."

EDINBURGH—UNITED FREE CHURCH TRAINING COLLEGE.

"(1) The lecture was a summary of the leading aspects covered the previous part of the course. The exposition rested on a series lantern slides, which included a typical section of the brain, spin cord and nerves; resting and fatigued cerebral nerve cells; the ey the ear; the expression in adenoidal cases; the appearance of vaccin tion and small-pox.

"(2) On the 29th of June, 1906, I attended one of the practic demonstrations.

"The students were divided into groups of ten. The room w provided with upright measuring rods for taking the height, a weighi machine, several sets of test types, tape measures, and an ergograp To each group of ten students a pupil from the Practising School w assigned. The students were supplied each with a copy of the print schedule annexed. In order that they might, without confusion, ha access to the different pieces of apparatus, each group began to fill th schedule at different points. They were thus able to weigh, measur test the eyesight, test the hearing, take observations of the ergograp etc., in sequence. The lecturer directed the different operation Each student was required to make an exact record on the schedul with a short report on the case.

"(3) Some six demonstrations of this kind were given at the end the course."

EDINBURGH—ESTABLISHED CHURCH TRAINING COLLEGE.

"(1) During the course, the lecturer was able to secure the presen of over a hundred children, showing practically every variety of scho ailment, some slight, some serious. He acts also as Medical Officer the Practising School and as Medical Superintendent of Physic Training. He has thus been able to supplement the cases select from the dispensaries. He has conducted a series of practic demonstrations, where the students, in small groups, examined a tested the children for themselves. In the course of a medical inspe tion of the Practising School, he has, from time to time, employed th students as assistants. Further, he has conducted a series of visits different schools, requiring the students, again in selected groups, inspect the classes at their ordinary work. In these various ways has succeeded at once in interesting the students of the different yea in the work to be done, and in the practical methods of doing it. H has devoted himself particularly to the practical methods of observ tion, and less to systematic exposition.

"(2) The visit to the North Canongate School deserves somewh more detailed description. The students (both males and females we senior students) were requested to proceed to the different classes, select, each, any child that seemed to suffer from any defect, exami

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e child with some care, and write down the reason given for con-
lering that any defect existed. This was done outside the teaching
om. Next, the student brought forward the selected child, and was
oss-examined on the conditions alleged. The rest of the class were
quired to criticise and supplement. When one student came in with
hild, another proceeded to the corridor and, in due time, brought in
e child selected by him or her. Then the same process was gone
rough. In this way, practically the whole class had examined, at
st, one child, and had the advantage of observing all the children
d criticising the conclusions come to by the other students. The
monstration was at once general and special. The lecturer brought
t, without loss of time, the leading points. In the course of an hour
ne twenty to thirty children had been presented in such a way that
ery student was able to observe with accuracy, and to come to a
nclusion on, the leading features of the case. The same method was
llowed in the second hour, when the male senior students were
esent. Among the defects discovered were the following:—mouth-
eathing (several cases), defective eye-sight, skin diseases—including
abies, impetigo, eczema, and others—rickets and large glands, deaf-
ss, adenoids, cleft palate, malnutrition, anæmia, paralysis, feeble-
ndedness (cretinoid and mongoloid cases).

"(3) In my last report on this college, I indicated the difficulty of
intaining the large supply of cases for demonstration, but the diffi-
lties have been completely surmounted, and, as indicated above, the
pply of material has been even greater than last year. The work at
is and some other colleges clearly shows that, without any serious
erruption of school work, large numbers of suitable children can
adily be provided for teaching purposes.

"(4) In the course of the examinations, every care was taken with
e children, who were handled sympathetically and tenderly."

Edinburgh—Episcopal Training College.

"The lecturer had put on the black-board the items of the schedule
w appended. Five children from the Practising School were in
endance. The students filled in for each case the information
quired in the schedule. Each child was examined individually for
pearance, posture, grasp, etc. The special subject of the lecture was
esight and the Testing of Vision. The methods of testing for
fects of vision, including astigmatism and colour vision, were clearly
plained and illustrated with selected children. Notes were taken
the students as part of the schedule. The schedule as filled in was
be reckoned for the final mark.

"Several demonstrations were given during the course and included
many of the ordinary school defects and diseases as were available.
e leading feature of the demonstration attended was that the
ldren were, from the ordinary teacher's standpoint, normal, and yet
vealed distinct defects of eyesight. The Lecturer has endeavoured
roughout to avoid what is merely medical and to emphasise the
ints that demand the teacher's attention in the ordinary course of
work."

Glasgow—Established Church Training College.

"An exposition by Dr. Henderson, the Medical Officer.

"The subjects for the day were the development of muscle by
ercise, and the structure and diseases of the ear. The subjects were
ated in a way entirely practical and lucid. In the case of the ear, a

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considerable, but not an excessive, amount of detail was given. T points chosen were all such as any teacher may find it necessary deal with.

"These expositions were all supplemented by clinical demonstratio on the same lines as last year.

"At this college the Laws of Health were taught with great efficien along three lines:—first, a general course of hygiene; second, a seri of medical expositions; third, a systematic medical examination of t children in the Practising School, the inspection being carried to t point most serviceable for the practical instruction of the studen During the year a special inspection of the eyes was completed. T report shows that the work had been done with extreme care a thoroughness. The students had at every stage assisted in the wo of examination, and in the recording of results. They have thus h the advantage not only of the general course in hygiene and t general medical expositions, but also of the general examination pupils and the special examination of particular organs. The co current inspection of the school children forms an admirable basis f practical instruction.

"I append the form of letter sent to the parents in every case whe defects of vision were discovered. The issuing of such a letter entirely on the right lines." (See Appendix IV.)

Glasgow—United Free Church Training College.

"The method of instruction indicated in last year's Report has be developed and elaborated with entire success. The co-operation of t Master of Method of the College, Mr. Hood, with the Medi Lecturer, has had a very happy result. The nature of the demonstr tion deserves to be recorded with some detail.

"Although only one hour a week is required from the lecturer, has visited the school very frequently in order to discover children the Practising School suitable for concrete demonstrations to t students. As the result, he was able, in concert with the Master Method, to produce some sixteen children to demonstrate the natu of respiratory obstructions and their serious consequences both immediate school work and to the nutrition of the children. But t essential novelty of the demonstration arose out of this, that, inste of being directly examined medically, the children were exercised in model lesson in phonetics by the Master of Method. Before t entry of the children into the room, the students were instruct generally in the leading points, and directed to record their observatio

"The Master of Method had selected a series of words and expressio to bring out precisely the results of respiratory obstruction. T leading words were these:—

Man	nose	mass
may	gnat	singing
mug	nut	swimming
mat	name	ringing
know	mane	beginning.

"Several of the children were mouth-breathers; two or three them were slightly deaf; two or three were normal. A child w selected for a short lesson. He was requested to pronounce some the above words after the teacher. The words were repeated aga and again, until the greatest accuracy of pronunciation that the chi was capable of had been attained. Then the child was requested read some sentences from his ordinary class-book. As a contrast, o

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the normal children was required to read the same or similar assages, and to pronounce the same words. The children were a ade more nervous and excited than they probably would have been normal conditions, but they were so excellently handled that this as hardly apparent. Words like 'man' were not fully pronounced those suffering from adenoids. Words like 'singing,' 'swimming,' c., brought out, in the most striking way, the existence of tonsillary adenoid obstructions. Further, the halting and 'backward' quality the reading was very obvious in the more pronounced cases. The titudes of the children, the tendency to stand on one foot, the forward oop of the head, the flatness of the chest, the somewhat dull aspect of he face, the open mouth, etc., were all abundantly obvious. But, hrough the whole demonstration, the susceptibilities of the children ere absolutely untouched. They seemed quite to understand that ey were being supervised in the customary manner of the Practising chool. The lesson was followed by one or two simple breathing xercises done to the word of command. This brought out the slight ck of attention in some of the pupils and the slight deafness in others

"When the lesson was over, the children were marched round the om so that all the students could appreciate at close quarters the ant of spontaneity and somewhat stunted growth of some, the pallor f others, the slight hesitation in others to the word of command.

"When the children had left the room, the lecturer called attention o the leading facts emerging at the demonstration. He afterwards ave some detailed explanation, by models and diagrams, of the nasal assages and the back of the mouth. This completed the lesson.

"The demonstration was in every respect successful. It fulfilled, in he most detailed way, the primary purpose of a course in the laws of ealth, namely, the putting of the teacher in the attitude of observing he physical defects that obstruct his specific work as a teacher. These efects were all observed as an incident in the course of an ordinary esson. Indeed, the demonstration constituted a strong justification or the systematic teaching of phonetics. Phonetics, more, perhaps, han any other discipline, thus becomes, as it were, a method of unctional diagnosis of defective conditions."

"I have described above, with considerable detail, the method ollowed in the winter part of the course. The present demonstration as on somewhat different lines. A number of children were selected rom the Practising School, some suffering from defects, others normal. he students were all assembled. Each child was made to walk in ront of them, to do such actions as brought into prominence any pecial bodily peculiarity, to answer questions, or otherwise to display uch mental capacity as he had. The students were instructed to ote down their observations and afterwards to write them out in full. he resulting papers were taken into account in settling a final mark. he precise instructions given to the students are contained in the aper appended. (See Appendix I.)

"At the date of my visit, the cases chosen were the following:—a ell-marked case of rickets; a second well-marked case of rickets; an næmic and a healthy child exhibited side by side; a mouth-breather, hose pronunciation was defective; a mentally deficient child, who aid that two and two were three and two and one were four and hose gait was very uncertain; another case of mental deficiency; third case of marked delay in development, with mental deficiency, nd one or two other cases.

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"Every effort has been made at this College to adapt the work to the prospective needs of the practical teacher. In this object, the methods adopted have been entirely successful."

GLASGOW—ROMAN CATHOLIC TRAINING COLLEGE.

"Some twelve children had been taken from the school, some of them normal, some of them distinctly affected with adenoids or enlarged tonsils, some of them slightly deaf. The teacher gave a model lesson in phonetics. She taught in particular the sounds b, m, d, n, g, ng. The lesson proceeded for half-an-hour. The children showed the keenest interest in the work. Individually and collectively, they reproduced the sounds precisely, and obviously grasped their significance. Selected children were required to read words involving nasal sounds. The lesson was so arranged as to bring out precisely the nature of nasal and throat obstructions. One or two slightly deaf children were put at a distance and made to repeat lines after the teacher.

"Meanwhile, the students, who were all second-year students, had been instructed to record their observations. These observations were discussed in detail afterwards by the lecturer, who supplemented the demonstration by a systematic explanation of obstruction due to enlarged tonsils, adenoids, catarrh of the nose, etc.

"The lesson was in every respect successful. It brought out the mental peculiarities of the children more seriously affected. It demonstrated in a precise experimental way the effects of nasal or throat obstruction on the formation of sounds. It afforded an opportunity for observing the disturbance to nutrition that results from impaired respiration. The subsequent questioning of the students made it abundantly clear that all the leading points had been thoroughly grasped.

"(2) As in the previous demonstration at the United Free Church Training College, so at the present demonstration—it was clear that the ordinary processes of teaching may be made systematically to subserve the primary purposes of a course in the laws of health. This is a point of primary importance for practice. It is the necessary and correct supplement to any course of theoretical instruction. It trains the teacher to observe the physical results incident to his ordinary routine work. It thus prepares him to select for medical examination any children showing special defects. It combines the lay and medical in the concrete work of a school.

"The demonstration was afterwards supplemented by actual specimens of excised tonsils and adenoids, and by models and diagrams. Each case was gone over in detail after the children had left the room.

"In the course of the lesson, breathing exercises were given."

ABERDEEN—KING'S STUDENTS.

"Fourteen children had been selected. They included a case of defective eyesight, deafness, rickets, mouth-breathing, and one or two others. The lecturer dealt with the questions of height and weight, obvious physical defects such as hare-lip, defects of speech—such as stammering, lisping, misuse of the voice—deafness, obstructions to respiration, adenoids, running ears, rickets, eyesight. Most of these topics she was able to illustrate from the children present."

ST. ANDREWS—KING'S STUDENTS.

"(1) Some eight or nine children had been selected from the classes in the Burgh School. A room in the school was set apart for the examination.

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"(2) The children had been selected by the teachers of the various classes, who had been requested to present any of their pupils that showed any peculiarity of hearing or vision or other trouble. Each child was assigned to two students, who proceeded systematically to examine the height, weight, general appearance, dynamometric power, vision, hearing, teeth, and the girth of the chest measured above the clothing. The results were carefully recorded in their notebooks, and the reports to be afterwards sent in were to be taken into account in assigning the final mark. The vision was tested with the ordinary types and astigmatic lines. The hearing was tested in a separate quiet room with watch and whisper.

"It was quite obvious that the interest of the students in the work had been thoroughly aroused, that their instruction had been sound and practical, and that they thoroughly understood what to look for and how to look for it. The children, with one exception, were all in a state of good nutrition and were not suffering from any gross disease, but they formed excellent material for the purpose intended."

Glasgow—King's Students.

"*Classes in a Special School.*—(1) Some eight children, whose history had previously been inquired into by the lecturer, were brought forward, one by one. The demonstration did not take place in the same room as the classes were held in, because it was found that the presence of so large a number of strangers resulted in considerable excitement and disorganisation of the classes. The first case was an epileptic boy. The special features of his nutrition and mental condition were commented upon. His imperfect gait was demonstrated. The next case was a boy aged sixteen, whose physical development was very imperfect, whose mental development was extremely defective, but whose intelligence was equal to conveying a message with fair accuracy. The third was a cretin, who, under treatment with thyroid extract, had improved very greatly both in physique and in intelligence. The fourth case was a girl of defective intelligence. She also suffered from rickets. The fifth case was a microcephalic boy. He read well, he had considerable intelligence, but lacked initiative. The sixth case was a lad of seventeen, whose mental condition was still more or less childish. The seventh case was a paralytic girl. The difference between infantile paralysis and birth palsy was exhibited clearly in this case. The eighth case was a boy of very weak intelligence.

"The leading features of mental deficiency were amply illustrated in those cases.

"(2) The King's Students of Glasgow are fortunate in having access to such a wealth of valuable material."

Dundee—King's Students.

"The lecture covered a discussion of the circulation, heart-strain, pulse, respiration, obstructions to respiration, the structure and functions of the skin, hair, nails, the physiological purposes of cleanliness, school baths, etc. The lecture was illustrated by lantern slides and diagrams.

"Afterwards I saw the same students at physical drill in the gymnasium. In this college, arrangements had been made to link the class on the laws of health as closely as possible with the physical training of the students. This is a great advantage. The practical exercises enabled the students to verify the general physiological principles laid down.

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"The lectures were supplemented by an extensive series of school demonstrations, conducted with small groups of the students.

"On the 28th June, 1906, I attended a school demonstration at .....School.

"Some thirty children had been selected by the head-master. Each of them suffered from some defect more or less obvious. They were provided with brown paper and coloured chalk and requested to draw whatever they remembered or liked best. Meanwhile, the students were instructed to make observations of the children, the school benches, the lighting, the means of ventilation, and the general hygienic aspects of the school-room. All these were duly recorded. The drawing lesson formed a good occasion for observing posture, eyesight, and the general conditions of nutrition, pallor, hair, skin, deformities, etc. On the occasion of my visit, twelve students took part in the demonstration. I examined their observation record and found that it gave distinct evidence not only of good assimilation of the systematic lectures, but also of capacity to observe. In every case the points noted were practical and as accurate as could properly be expected in a non-technical description.

"(2) At other schools, lessons in singing, or reading, or sewing have, in like manner, been made the occasion for observation. This order of inspection can be conducted with very little disturbance to school work.

"(3) As a supplement to this demonstration, Dr. Templeman drew attention to the salient points in the Ling Association posture diagrams. He pointed the description by a reference to the children actually present. He also directed attention to the unsatisfactory lighting and ventilation of the room, the defects of class-room structure and of the school site as a whole."

EIGHTH—*Conclusion.*

At the present stage, it would be a mistake to stereotype the methods of instruction in this growing subject. From the illustrations given, it is obvious that there are many good ways of attaining to the same result. Much depends on the size of the classes; much on the materials available for demonstration. Accordingly, I here content myself with general indications of what has been found practicable and profitable. But I may express the hope that, as time goes on, and the general principle of the course is better understood, the methods of instruction will steadily tend towards observation of the concrete child, and away from generalised physiology and the technical descriptions of anatomy. This is the only recommendation that I feel called upon to make. Doubtless, as the relations between the Provincial Committees and the School Boards evolve into a smoothly-working form, the lecturers will cease to have any difficulty whatever in procuring abundant clinical material.

I have the honour to be, Sir,

Your obedient servant,

W. LESLIE MACKENZIE, M.D.

The Secretary,

Scotch Education Department.

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APPENDIX I.

GLASGOW: UNITED FREE CHURCH TRAINING COLLEGE.

Cases for Observation.

dent's Name.....

lote carefully the appearance of the children. Each may be taken as a e of different classes of children attending an ordinary elementary school. te fully what measures you would adopt in carrying out the ordinary ly work of the school, not only to prevent any aggravation, but, if sible, to secure an alleviation of the specific troubles from which each ld suffers. Special attention must be paid to physical exercises, position class, amount of standing or sitting, reading, writing, advice (where sible) to the parents or to the children themselves.

2. Cases of Rickets.

Anæmic.

Adenoids.

Squint.

Defective (mentally).

Ill-health (dry, flat hair, ill-nourished, prominent eyes).

Retarded development.

APPENDIX II.

GLASGOW: UNITED FREE CHURCH TRAINING COLLEGE.

actical Observations on Physical Condition of Pupils in Practising School (based on Theoretical Course of Lectures on Health).

ass.—*Supplementary.*

erage Age of Pupils.—*13–15.*

bject of Lesson.—*Writing.*

our (Give interval from period of relaxation).—*11.30 a.m. to 12.0. Two hours.*

mperature of Room at beginning } *52° F.*
at end } *52° F.*

ration of Effective Attention.—*30 minutes.*

y Evidence of Fatigue during Lesson: If so, what evidence?—*A little restlessness towards end of lesson.*

dicate any children who may appear to you to be—

(*a*) "Backward" in intelligence.—*There are none.*

(*b*) Defective in attitude during lesson
(1) *491, back bent too much; speech defective.*
(2) *466, head too far forward when writing.*

(*c*) Defective in vision } *None.*
(*d*) Defective in hearing }

(*e*) Mouth-breathers.

(*f*) Subject of other defect or disease, *i.e.*, Swollen Glands, Running Ear, Inflamed Eye, Skin Affections (including Rashes of Infectious Diseases), Persistent Cough.

216, skin eruption round mouth.

220, skin eruption on brow.

you see any fair grounds for exempting any particular child from Drill, give your reasons.

ny other remarks.

513, stammers, sometimes cannot speak at all.

680, pale face.

238, pale face.

Student's Name.—*A.L.H.*

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APPENDIX III.

EDINBURGH: UNITED FREE CHURCH TRAINING COLLEGE.

Scheme of the Routine Examination of Children.

1. Name.....
2. Address.....
3. Age..... Weight..... Height.....Ft.....In.
4. General Inspection :—
   (*a*) General Cleanliness.....
   (*b*) Attitude.....
   (*c*) Tidiness.....
5. Regional Inspection :—
   (*a*) SKULL.—Dolicocephalic..... Brachycephalic.....
   (*b*) SCALP.—Eruptions..... Crusts, &c.....
   (*c*) FACIES.— .....
   Mouth Breathing..... Frowning.....
   Grimaces..... Pallor.....
   (*d*) NECK.—Glands..... Scars.....
   (*e*) MOUTH.—General Cleanliness of the Teeth.....
   Number..... Condition.....
6. General Nutrition :—General Appearance.....
   MUSCULARITY—(*a*) Circumference at Biceps (Right Arm.).....In. (Left Arm.).....In.
   (*b*) Circumference at Calf (Right Leg.).....In. (Left Leg.).....In.
   Dynamometric Record—Right Hand.....Left Hand.....
   Ergographic Record—Weight.....Frequency.....
7. Examination of Vision :—
   (*a*) Acuity
   RIGHT EYE { D=.....read at a distance of 20 feet.
   D=.....read at a distance of 3 feet.
   LEFT EYE { D=.....read at a distance of 20 feet.
   D=.....read at a distance of 3 feet.
   (*b*) Astigmatism.—Right Eye..... Left Eye..... (*c*) Colour Sensation.....
   (*d*) Squints..... (*e*) Colour of Iris..... (*f*) Headache.....
8. Examination of Hearing :—
   Watch Test.—Heard distinctly at a distance of { Right Ear.....
   Left Ear.....
9. General Intelligence :—
10. Report :—

APPENDIX IV.

GLASGOW: ESTABLISHED CHURCH TRAINING COLLEGE.

Dear Sir, or Madam,

The Medical Officer reports that in the course of his examination of Class....., he has observed that the (eyes, ears, etc.) of your.....should be under treatment, and I write to suggest that you should take medical advice on the case.

Yours, etc.,

....., Principal.

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PART IV. OF APPENDIX.

CONTINUATION CLASSES.

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CONTINUATION CLASSES.

GENERAL REPORT *for the year* 1906 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* SOUTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships my third General Report on the Continuation Classes of the Southern Division of Scotland.

I have again had very little opportunity of personally seeing the work of these classes; but from the full and lucid reports of my colleagues it has been comparatively easy to gain a clear and complete view of the present position of the Continuation Class work of the Division. This I shall now try to lay before Your Lordships.

Signs of progress.

The aims of Continuation Classes, and the possibilities which the Continuation Class system opens up to students, are being more widely recognized as time goes on. While there has not been any large increase in the number of centres, there has been improvement in the distribution of them. More centres have been established in rural districts this year than ever before.

The number of individual pupils in attendance at Continuation Classes is also on the increase, both in town and in country. It is still, however, true that very few school boards indeed, either in town or in country, seem to be fully alive to the importance of securing complete continuity of instruction for the pupils who leave the day schools under their charge. Too often there is a period during which the pupil is entirely severed from connection with educative influences of any sort, and such a lapse is worse than mere stagnation.

Work of Technical Education Committees of County Councils.

One feature must be noted as of special importance. The management of many classes is now in the hands of the Technical Education Committees of County Councils, and much of the increased interest in the work is directly due to the action of these committees, which often are fortunate in the possession of an educational enthusiast as organizing secretary. In Fife, in Linlithgowshire, and in Stirlingshire these committees either have organized classes of their own or have given assistance to classes under separate management. On this matter Mr. Jamieson reports:—

Linlithgowshire.

"The classes in Cookery organized by the Linlithgowshire Technical Committee were both popular and successful, and quite a number of similar classes have this (1906–7) session been established in Midlothian by the committee for that county."

And Dr. Dunn reports:—

Fifeshire.

"Under the auspices of the Fife County Council Committee classes were opened at over thirty centres for the teaching of Needlework, Dressmaking, Cookery, and Laundry work. These classes were well attended,

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and they seemed to meet a felt want. At some centres a new subject Millinery, was added, and proved very popular. These classes are growing in favour, and Mr. Mitchell, the organizing secretary, writes that his committee could not overtake all the centres, even with an increased staff."

In his report on the Stirling district Mr. Millar speaks in somewhat similar terms:—

Stirlingshire.

"The classes for Industrial Subjects were unusually successful. This was greatly due to the assistance given by the County Technical Education Committees. Under their auspices several schools were opened in outlying rural districts in Stirlingshire, and in all thirty schools received some subsidy. All the five Continuation Schools in the county of Kinross were subsidized, and the cost to ratepayers was practically nil."

Financial aspect.

It is to be regretted that still in so many cases managers concentrate almost all their attention upon the merely financial aspect of the Continuation Class work. They are too apt to reckon the government grant as the only credit item to be set against their expenditure on this work, and to ignore the valuable asset of its educational benefit to the community. It is not uncommon for a board to stop a proposed class after a few meetings, on the plea that the government grant will not cover the expenditure and that consequently the rates are in danger of being raised.

Staffing.

Closely connected with this question is that of the staffing of the classes. As a rule, the teacher of classes in Divisions I. and II. is a day school teacher doing, besides, full day school work. The objections to this arrangement, and some considerations that may be urged in favour of it, have been dealt with in former reports, yet the importance of the matter has caused several of my colleagues to recur to it in their reports for this year. For example, Mr. Michie, speaking of the work in country schools writes:—

Mr. Michie.

"The instructor is almost invariably a day school teacher, and it is too much to expect that he can bring the freshness, enthusiasm, and practical acquaintance with the requirements of the students that are necessary to command success in dealing with evening classes. Until managers are prepared to face the problem of securing special teachers, no great improvement can be looked for."

And, referring to similar cases, Mr. Robb remarks:—

Mr. Robb.

"The vital question is one of staff. Every country village cannot possess a young, vigorous teacher with superabundant energy, yet every village ought to have a good Continuation Class. Boards have not yet realised that something might be done by the importation of special teachers for these classes, nor have they quite realised that successful classes need not mean serious financial loss; otherwise they would be at greater pains to secure the essentials of success."

As a rule, classes in Divisions III. and IV. are taught by outside experts, with very satisfactory results.

City and country classes compared.

The contrast between the work done in city schools and that done in country schools, especially in the more elementary stages, is still very marked. As to this Mr. Clark writes:—

In country districts.

Mr. Clark.

"On a general survey, however, there is no doubt that outside the more important centres of population the Continuation Class is moribund. To this several causes contribute, of which probably the chief are a certain apathy among the agricultural population towards education, and the lack

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of enthusiasm in the working of the classes on the part of the managers and, to some extent also, on the part of the majority of the teachers."

And Mr. Home remarks:—

"We have all observed the pleasing air of interest and enthusiasm which pervades a good rural Supplementary Class: if similar interest and enthusiasm can be instilled into the rural Continuation Class there is still a future of usefulness before it." *Mr. Home.*

The same is true of the country portions of the Edinburgh district, as to which Mr. Michie reports:—

"There are various reasons for this condition of affairs. The classes under Division II. have too little direct bearing on the commercial and industrial life of the district. The subjects professed are sometimes a heterogeneous collection with no very definite aim in view, and are taught along the lines of some antiquated text-book." *Mr. Michie.*

In towns.

By way of contrast it may be useful to quote one or two passages regarding classes held in towns or cities. Mr. Clark reports:—

Perth.

"The classes in industrial subjects held in Caledonian Road School, Perth, were again attended by large numbers of young women, and there at least there was no sign of abating interest."

And with reference to the classes under the Edinburgh School Board Mr. W. G. Fraser reports:—

Edinburgh.

"The Board have made every effort to make the classes as widely known as possible and to enlist the sympathies of employers, and there is a gratifying increase in the numbers enrolled. The attendance, too, is almost perfect, and the numbers who return for a second and a third year give ample evidence that the classes are appreciated."

Influence of selection of subjects.

To a considerable extent the success of Continuation Classes depends on the subject or subjects taken up for study. This may not have all, but it certainly has much, to do with the marked contrast between country and city classes. The general opinion of my colleagues is that classes in Division II. are, as a rule, much more satisfactory than those in Division I. For this there are various reasons. Pupils in Division I. frequently attend from motives less likely to induce them to take their work seriously than the motives which actuate pupils in the higher divisions. In some cases, classes in Division I. exist simply in order to make provision for pupils exempted from day school attendance. These classes are the least satisfactory of all. On the other hand, pupils in Division II. usually attend with a perfectly definite purpose, and, as a rule, the teacher in arranging the work gives consideration to the particular aim of each pupil.

Importance of attitude of pupil towards his work.

On the whole, it is evident that the great factor in determining the success of these classes is the attitude of the pupil towards his work. When Supplementary Classes have reached a fuller development in the day school we may not unreasonably expect an improvement in this matter, especially seeing that the work of Division I. has now been closely assimilated to that of Supplementary Classes.

The Merit Certificate and Division II. classes.

The value and the use of the Merit Certificate as a passport to classes in Division II. do not seem to be sufficiently realized. In this connexion there arises with regard to the provisions of Article 29 of the Day School Code a point of some importance which I desire to submit for the consideration of Your Lordships.

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This point is clearly put in the latter part of the following remarks of Mr. W. G. Fraser:—

"There is no question that not a few of the pupils in Division I. are boys and girls who would, under favourable circumstances, have been quite fit to earn a Merit Certificate; at the same time there is a considerable residuum whose progress in the day school has evidently been slight, and it is probable that the need for classes in this division will never entirely disappear. It may not be out of place to refer here to another circumstance that is not without its effect in diminishing the number of Merit Certificates issued, viz., the conditions laid down in the footnote to Article 29 II. of the Day School Code, under which it may be necessary for a child to remain for a short time *after* he reaches the age of fourteen in order to earn a Merit Certificate. This may not at first sight seem to be of much consequence, but if a boy or girl is offered a situation at the age of fourteen, he or she is not likely to run the risk of losing it in order to get a Merit Certificate; and cases are not uncommon where children otherwise qualified have lost the certificate owing to the condition referred to."

Importance of direct connexion between the Day School and Continuation Classes.

In certain cases every effort is made by the teachers to see that those pupils who leave the Day School during a session go at once to Continuation Classes; but too often nothing of this kind is done. As Mr. Gall remarks,

Mr. Gall.

"There must be a considerable number who leave the day school at fourteen but either do not come to the evening school at all or come only after the lapse of a few years, during which they have forgotten what they once knew. To many it is irksome to go over the same ground again, but in any case their presence renders the name 'Continuation' Class a misnomer."

How best to induce such scholars to pass at once to a Continuation Class is a problem well worth considering. There is much to be said in favour of legal compulsion; but this might be thought a further infringement of the "rights" of parents who already hold it a hardship to maintain their children at school as late as the age of fourteen. Much might be effected through the influence of employers on their apprentices; but the co-operation of employers in this direction is by no means so hearty as it should be. In Edinburgh something has been done to stimulate the interest of business firms in the education of their employés, and to lead them specially to recognize and reward those members of their staffs who try to make their services more intelligent and consequently more valuable. In the country, on the other hand, there is practically no indication that employers are in sympathy with the aims of Continuation Class work; in fact, one often finds pupils seriously hampered in their attendance owing to causes which a little adjustment might remove.

Co-operation of employers.

Correlation of classes: in country districts still much needed.

There is crying need for the better correlation of outlying classes with central classes for advanced instruction. It is too often the case that even in districts where advanced classes are held at quite a convenient centre very few pupils from the outside find their way to these classes. The courses of study in the outlying districts are not dovetailed with those in the centre, and the pupils are seldom encouraged to proceed there. This arises from the present dual control of Continuation Classes. There is no general scheme for a given district.

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In Edinburgh many of the students in Continuation Classes follow out their studies in subsequent sessions at the Heriot-Watt College. Definite arrangements for such transference exist and are, on the whole, taken considerable advantage of, though as yet difficulties arising from the lack of convenient means of speedy locomotion interfere with the perfect working of the scheme. In Leith similar arrangements for co-ordination exist. As to these Mr. Barrie reports:— In Edinburgh. In Leith.

"The aim in the ordinary Continuation Classes in Leith is to work up the students to a stage of advancement (correlation of subjects being carefully attended to) that allows those who wish it the opportunity of entering the more advanced classes in Leith Academy and Technical College and thus continuing their studies for some years longer in whichever course they may desire. The elementary Continuation Classes are thus recognised as feeders for the Technical College. This is an admirably managed institution, where advanced instruction in a great variety of branches may be had." *Mr. Barrie.*

The subjects taught show very little variation from year to year. In Division II. the most popular Commercial subjects are Book-keeping and Shorthand. As a rule, these are taught by experts, and good progress is made. Dr. Dunn instances the School of Shorthand at Dunfermline as illustrative of the popularity and success of the subject. The school is devoted entirely to this subject, and most creditable success is achieved in attaining certificates for "theory" and "speed." Subjects professed. Division II. Commercial Course: Book-keeping and Shorthand.

By several of my colleagues mention is made of the comparative neglect of English in the Commercial Course. This is much to be regretted; for, as Mr. Wilson remarks, Comparative neglect of English in the Commercial Course.

"Without a sound knowledge of English, and the facility in English composition which is obtained by reading good English authors, satisfactory progress in commercial subjects can hardly be expected. A lad may write Shorthand with expertness, and may go through the drudgery of Book-keeping mechanically, yet accurately, who cannot write a succinct business letter without bad grammar and worse spelling." *Mr. Wilson.*

Where English is seriously taken up the teaching of it through the medium of a school reading-book is fast disappearing. Standard works are read. But more might yet be done to utilize the facilities provided by libraries. It is gratifying, however, to find a growing number of pupils desirous of taking English solely for the sake of its culture value.

Commercial Correspondence is, as a rule, too artificial. At times this degenerates into a mere exercise in Penmanship. Commercial Correspondence.

It is greatly to be regretted that so little is being done to induce pupils to give serious attention to the interesting and valuable subject of Commercial Geography. Commercial Geography.

Domestic subjects are still both popular and well taught. Dressmaking and Cookery are those most frequently professed, and it is quite common to find pupils returning for a second and a third year to the same class. Where the County Committees are active, as in Fife and Linlithgowshire, very adequate provision is made for the needs of the district. But Mr. Fleming reports of the Border District:— Domestic subjects.

"In Division II. instruction in Commercial Subjects is well organised in the towns. The most serious defects lie in the poor provision made for the teaching of Cookery and other domestic subjects suitable for girls. It *Mr. Fleming.*

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must be admitted, however, that Galashiels and Peebles have done all that could be expected in the way of premises and their equipment. But no evening classes in these important subjects exist in Jedburgh, Melrose, Kelso, Duns, or Innerleithen."

Division III. Classes in Division III. are not yet so numerous as could be wished. On the work of these classes in the Southern Division, I am favoured with the following report by Dr. Macnair:—

Dr. Macnair. "In the past session 25 schools were recognised as centres for "advanced specialised instruction" under the Continuation Class Code. The following table shows the centres and the courses carried on at each:—

Statistics.

Alloa Academy	A	E	B	–	–
Bathgate Academy	–	E	B	–	–
Cowdenbeath P. S.	–	–	–	M	–
Bo'ness Academy	–	E	B	–	–
Broxburn P. S.	–	E	B	M	–
Burntisland P. S.	–	E	B	–	–
Dunfermline Technical School ...	A	E	B	M	W
Sinclairtown P. S.	–	E	B	–	–
Edinburgh Royal Institution ...	A	–	B	–	–
" Gorgie P. S.	–	E	B	–	–
" Leith Walk P. S. ...	–	E	B	–	–
" Lothian Road P. S. ...	–	E	B	–	–
" Sciennes P. S.	–	–	B	–	–
Falkirk School of Science and Art	A	E	B	M	–
Bonnybridge Foundry Hall ...	A	–	–	–	–
Galashiels Technical School ...	–	–	–	–	W
Hawick Buccleuch Institute ...	A	–	–	–	W
Leith Technical College	A	E	B	–	–
Leven Greig Institute	–	E	B	–	–
Linlithgow Academy	–	E	B	M	–
Kirkcaldy High School	A	E	B	–	–
Perth Academy	A	E	–	–	–
" Sharp's Institution	A	–	B	–	–
Stirling High School	A	E	B	M	–
Wemyss Crossroads P. S.	–	–	–	M	–

NOTE.—A = Art. E = Engineering. B = Building. M = Mining. W = Weaving.

"It will be seen that courses designed for apprentices in the Engineering or Building Trades are the most numerous, followed by courses in Art, Mining, and Weaving, in the order named.

Organization of courses. "There has been some advance in the direction of better organisation of the courses. Mathematics has now been introduced into all the Engineering, Building, and Mining courses; and now that it is generally taught on more practical lines, the difficulty of securing regular attendance at the classes in this most important subject, though still great, is less than in former years.

Buildings and equipment. "In the matter of buildings and equipment progress is unfortunately very slow. Only five of the twenty-five institutions in the list given above possess premises that are used exclusively for Continuation Classes, and in no case were these premises erected for their present purpose. Perhaps the best housed of the five are Galashiels Technical School, which occupies an old factory building, and the School of Science and Art at Falkirk, which is accommodated partly in a disused secondary school and partly in a building erected many years ago as an art school. The work of the other twenty centres is carried on mainly or entirely in rooms intended primarily for the use of children in elementary or secondary schools. There is little hope that School Boards, as at present constituted, will ever consent to erect special buildings for technical education—all the less now that the

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introduction of electric tramways in the country districts is very largely increasing the area from which such institutions can and do draw their pupils. It is equally useless to look to the County Councils for help. Several of these bodies, notably the County Councils of Fife, Linlithgowshire and Stirling, are doing excellent work (so far as their very limited funds allow) in encouraging technical education in evening classes. But the money available is barely adequate to keep up the work already undertaken, and nothing can be spared for buildings. Failing legislation, there is therefore nothing left but reliance on voluntary subscriptions from manufacturers and the general public, and I am glad to say that there seems some prospect that by this means genuine Technical Schools may be established before very long at Galashiels (for Weaving) and at Cowdenbeath (for Mining).

Higher Grade Schools.

"The establishment of Higher Grade Schools all over the district has helped the Continuation Classes to some extent, by making available a number of laboratories suitable for elementary work in Physics and Chemistry. Leith, Falkirk, and Alloa are as yet the only centres where special laboratories for Mechanics have been established for the benefit of Engineering classes."

Division IV.

There are still but few classes under Division IV. The subjects usually taken up are Music and Physical Drill. Classes for Music are increasing in some districts; but not, over all, to the extent that one could wish. Adopting the words of Mr. Bell's report,

Music. *Mr. Bell.*

"I would urge teachers who are drawing up programmes for work to consider the claims of Music. Attendance would be improved, and a humanizing influence would be felt, which could not fail to react on the other work."

Cookery and Household Management. *Miss Crawford.*

Miss Crawford has favoured me with the following report on the classes of the Southern Division in Cookery and Household Management:—

"During the past session 17 classes in this Division were visited. Fife claimed the greater number of these In each an afternoon as well as an evening class received a visit.

Fife.

"The schemes of work prepared by some of the teachers employed by Fife County Council are not commendable. They aim at high class Cookery, a subject not only of doubtful value to the pupils concerned but one difficult to teach to large classes. A greater benefit would be bestowed on the community if the lessons aimed at the teaching of useful, rather than fanciful, unwholesome, and often extravagant cookery.

Edinburgh.

"In Edinburgh district there is nothing new to report. The classes visited were proceeding on satisfactory lines: they were found in perfect order, and the quality of the instruction was such as to produce results of a high degree of merit.

Stirling.

"In Stirling district the classes instituted by the Buchanan School Board call for special comment. These classes included all the subjects embraced in Household Management. The house in which the bursar pupils were boarded afforded ample practice in the daily work of the home. Much of the instruction, practical as well as theoretical, was given at the ordinary school centre. This included household sewing, simple dressmaking, cooking, laundry work, the laying, waiting, and clearing away of table for different meals, home upholstery, and, in fact, all that is necessary to equip girls for service in their own or other homes. The pupils showed an aptitude for the work; and the knowledge acquired during the six months' training, combined with practical experience, should prove valuable later. The classes were likewise attended by non-bursar pupils; and the creditable specimens of cookery, upholstery, dressmaking, and laundry work exhibited at the close of the session testified to the thoroughness of the instruction and the general usefulness of the course.'

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CENTRAL INSTITUTIONS.

(ARTICLE 87.)

Three Central Institutions in the Southern Division.

The culminating stages of Continuation work are provided for in the Central Institutions organized under Article 87 of the Continuation Class Code. Of these there are in this Division three; namely, the Edinburgh Heriot-Watt College, the Edinburgh and East of Scotland College of Agriculture, and the Leith Nautical College. The Heriot-Watt College is in its main purpose an advanced school of Technical Instruction, but it at present provides also, in its Evening Classes, courses in Commercial Subjects, in Applied Art, and in English, Music, and Classics. The special fields of educational work taken up by the other two institutions are sufficiently indicated by their designations.

Full Reports in Appendix.

Full information as to the nature and extent of the work done in these three colleges will be found in the Appendix, in the reports furnished to the Department by the respective local authorities: therefore I need present here with regard to these colleges only one or two observations upon points which seem specially worthy of note.

Co-ordination as exemplified in these institutions.

It is gratifying to find increasing evidence of effort towards systematic co-ordination and co-operation not only among these institutions themselves but also between their governors and the other educational authorities in Edinburgh. The classes in Agriculture formerly held at the Heriot-Watt College have this session been transferred to the new buildings of the College of Agriculture. For three years past there has been in operation an arrangement entered into between the Edinburgh School Board and the Governors of George Heriot's Trust to secure co-ordination of the instruction given in the Board's Evening Continuation Classes with that given in the Heriot-Watt College; and of the results of this the assessors jointly appointed by the two authorities report:—"The senior classes of the Heriot-Watt College are profiting slowly, but in a growing degree, from this scheme, and to it must be credited reforms and improvements in the Continuation School system which cannot be set down in figures."

Organization still needed for Higher Commercial Education.

Further, these two authorities are at present trying to arrange for systematic co-operation in connexion with the proposed new "Commercial Certificate" to be given at the Heriot-Watt College. In the course of these negotiations for the furtherance of higher commercial education in the city the School Board has made the following important suggestions:—"A representative and impartial Examining Board should be constituted, composed of members of the Edinburgh University, Heriot Governors, Edinburgh School Board, Edinburgh Chamber of Commerce, and Edinburgh Merchant Company; or, if it were designed to extend the scope of the scheme, the co-operation of the Associated Chambers of Commerce might be invited. In order to give value to the certificates, employers should be interested in the work, and should understand that these certificates of a

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given definite value are granted by a representative and impartial body." With the root idea of these suggestions—without committing myself to the details of them—I am in the heartiest sympathy. Undoubtedly the interests of advanced commercial education in Edinburgh and the South-East of Scotland would be best served by the establishment of a special and separate Commercial College, ranking as a Central Institution, under the management of representatives of the masters of the great business industries of the city and district. Who should take the lead in this important enterprise, it is hardly for me to say; but the initiative would seem naturally to lie with the Merchant Company and the Chambers of Commerce. When such a College of Commerce has been established, and when, further, Edinburgh is in possession of its new Municipal School of Art, the Heriot-Watt College will be able to concentrate its energies and resources upon its own specific function as a Central Institution—namely, the development, with thorough systematization and to the highest ranges possible, of its many-sided work in Technology and Applied Science. Then our organization in Edinburgh for the final stages of Continuation work will be ideally complete.

A noteworthy addition during the past year to the curriculum of the Heriot-Watt College has been the provision of a course in Technical Mycology. Already the new laboratory specially and fully equipped for this study, which was opened in October, 1906, has its accommodation taxed to the utmost. Arrangements are being made to increase the accommodation.

Co-operation by the University.

It is specially interesting and gratifying to note the co-operation between the Edinburgh University and both the Heriot-Watt College and the Agricultural College with regard to courses qualifying for the B.Sc. degree in Engineering, in Chemistry, and in Agriculture: as also the success of the Governors of the Heriot-Watt College in securing for that institution not only the encouraging interest but also the hearty co-operation and practical support of various large engineering firms, mechanical, electrical, and marine, in Edinburgh and Glasgow, as well as of two trade committees representing the plumbing trade and the printing trade of the city and district.

And by employers.

Special classes for teachers.

All the three Central Institutions have day classes as well as evening classes, and all three also make provision for special classes for teachers. During the past session the Edinburgh and East of Scotland College of Agriculture has conducted, under Article 91 (*d*) of the Scotch Code, very successful classes in Nature Knowledge at the Royal Botanic Garden, Edinburgh (76 students), and, in conjunction with the Selkirk County Council, at Selkirk (26 students); also a specially interesting course in School Gardening (24 students), the practical work of which has been done at the School of Gardening, Corstorphine The Leith Nautical College offers courses of Elementary Nautical Instruction to "teachers in the fishing and smaller sea ports"; but I regret to find no evidence that during the past session any teachers have taken advantage of these courses.

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Students in Training.

For the current session it has been arranged by the Edinburgh Provincial Committee with the Governors of George Heriot's Trust that the instruction in Drawing of the Committee's Students in Training be given at the Heriot-Watt College.

I desire to express my special obligations to Mr. Robb, Sub-Inspector, for his valuable help in the preparation of this report.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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GENERAL REPORT *for the year* 1906 *by* A. R. ANDREW, ESQ., M.A., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* WESTERN DIVISION *of* SCOTLAND.

MY LORDS,

I have the honour to present a General Report on the Continuation Classes of the Western Division.

I. ORDINARY CONTINUATION CLASSES.

DIVISIONS I., II., III., IV.

In the General Report of last year (1905) on these classes a number of questions regarding their general organisation were raised and discussed. With a view to ascertaining how far progress has been made during the past year in these respects the questions referred to are here briefly recapitulated :— Subjects dealt with in last Report.

(I.) With regard to Division I. the points raised were as follows :–

(a) The decay of rural continuation classes.

(b) The number of Division I. classes in the various districts as related to the efficiency of Day School work, and particularly in connection with "Exemptions."

(c) The assimilation of Division I. work in its method and scope to the work of Supplementary Courses. Division I.

(II.) In connection with Divisions II. and III. the following points were discussed :—

(a) The popularity of certain subjects of immediate utility.

(b) The need for continued study of English in Division II. and its comparative neglect as a Continuation subject. Divisions II. and III.

(c) Single subject teaching in Commercial Classes, and development of Commercial courses.

(III.) The number of classes in Division IV. and the desirability of making "Elocution" part of an English course. Division IV.

The last point may be disposed of at once by pointing out that the suggestion made in last year's Report by H.M.I. Mr. J. C. Smith, has now been embodied in the Continuation Class Code, Art. 38.

(1*a*.) There is no change to report in regard to the rural Continuation Classes. School Boards in the country are as unwilling as ever to face the certain expense of those classes. It is apparently not yet realised that the Continuation Class ought to be made universally available, that it is not something added on to the Day School system, a superfluous luxury which can only be afforded by wealthy centres, but a necessity of really efficient educational work everywhere. More especially is it required in rural districts where, owing to causes which have been too frequently dealt with to bear repetition, it is too often Rural Continuation Schools.

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the case that the majority of pupils leave school at the legal age with no higher attainments than those necessary for enrolment in a Supplementary Course. There can be little doubt that Continuation Classes in Division I. are urgently required in many country districts, for, if we take as the test of efficiency of elementary instruction—and it is perhaps the most valuable test of such efficiency—the knowledge of reading, writing, and counting possessed by a young man or woman of twenty of the labouring and artisan classes, it would be found that in six years of absence from school such knowledge had sadly deteriorated in quality and greatly diminished in amount.

They are urgently required.

Day-School Work forgotten. Instances of this.

Instances of this kind can be found in the Adult and Police Classes of the large towns. Very often the young men who attend these classes have been educated at country schools up to 13 or 14 years of age. They work for a time at field occupations—then come to town to "better themselves." They join the police force or become artizans, and at once their educational deficiencies are brought home to them. When questioned as to their recollection of school subjects, they often affirm that they have forgotten almost all they learned. They can read, but with difficulty, and without that purely mechanical facility which is necessary in order to derive any benefit or pleasure from reading; they can write—with painful accuracy and slowness; they can reckon such small money matters as they have been accustomed to deal with; but they know little of the history of their country or its geography. They seldom or never read *books* as an educated man understands the term, and writing a letter is a serious task only to be faced in the emergencies of life. It must, however, be added that when such investigation is made into the amount of school-acquired knowledge surviving into adult life, it is found that pupils from our own Scottish country schools are very considerably in advance of those from similar schools either in Ireland or in England.

But, as the men who join such classes in towns are probably the most intelligent and ambitious of their class, it is likely that those who remain in the country have found their school knowledge still more evanescent, and that, if they cannot be called "illiterate" in the legal sense, they are far from having received a sufficient elementary education. The problem is a hard one. School Boards in rural districts have a fairly heavy rate in many cases, and a penny rate often brings in only a trifling sum; the classes are comparatively costly, and the expense is certain—the benefit, from their point of view, doubtful. From the pupils' point of view, the session is too long, though this complaint should no longer be heard; the instruction is wearisome; they are sometimes taught by well-meaning but rigidly-minded teachers, for whom the methods of the ordinary school—perfectly good in relation to the child mind, but quite unsuitable for the adolescent—are as the laws of the Medes and Persians, and the classes, even when opened, fail to succeed.

Difficulties of establishing Rural Continuation Schools.

A solution, so far as School Board action is concerned, may be proposed on the following lines:—

A suggested remedy.

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(1.) A contribution from the General Aid Grant might be offered to School Boards in rural districts, for the purpose of strengthening the staff, by one additional certificated teacher, who would not teach a full day in the day school except on the days when he has no Continuation work. With these exceptions he would teach only in the forenoon, so as to leave him untired for his Continuation work in the evening. He might thus have *only* forenoon work in the day school, taking Continuation work for three evenings for Division I. work, and two evenings per week for Division II. work. This contribution might be made in the same way as that offered in connection with the strengthening of rural staffs for supplementary work. (Minute of 19th March, 1906. Section 11 (*d*).) Provision of Staff.

(2.) Continuation work could thus go on all the year round, beginning in the Winter months at four o'clock, in the Spring and Autumn at five or six, in Summer at seven or eight. Hours of Work.

(3.) A condition of this Aid Grant should be that the Board should give an undertaking that *all exemptions would be made conditional on attendance at Continuation Classes.* Rural School Boards which adopted the strengthened staff, would, if the attendance and efficiency of the Continuation School were regarded as satisfactory, find it possible to exempt boys over twelve for agricultural pursuits, without feeling that they thereby imperilled the pupil's educational proficiency, and this would, perhaps, help to keep the remnant of the rural population on the land, and thus indirectly benefit the whole community. A condition "Exemptions."

(4.) Such a Continuation School in good hands would, it is believed, retain many of its pupils up to the age of sixteen. If they began at twelve, they would thus have had an opportunity of taking Division I. (equivalent to Supplementary Course), in Division II., a course in English and a rural occupation (boys), or Home Industries (girls), and in Division III., Practical Agriculture, Horticulture, or Forestry, with Advanced Mensuration, Arithmetic, and Estate and Farm Book-keeping. Possible results.

This solution offers two strong motives for its acceptance by rural Boards. (*a*) The financial difficulty would largely disappear. (*b*) The granting of exemptions for agricultural work would be facilitated. It may also be said that it offers advantages from the social and educational point of view, for it would certainly supplement the Day School work in a way which has not been previously attempted, even when rural Continuation Classes were fairly numerous, and it might to some extent, as already pointed out, tend to check the deplorable depletion of the rural population, which is everywhere going on. Advantages of the proposal.

(1*b*) The number of Division I. classes is declining in Glasgow. This is due, as H.M.I., Mr. J. C. Smith, points out, to two causes, viz., *a decrease in the number of exemptions*, and "a considerable and gratifying increase" in the number of pupils admitted to Division II. by reason of the extended facilities offered in Art. 11. Glasgow. Decrease in number of Division I. classes.

In Lanarkshire, on the other hand, Division I. classes seem to be as numerous as ever, and from the district report it appears to be the custom for pupils to remain two or more years in such Lanarkshire.

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classes. The reason for this is, no doubt, the large number "exemptions" granted in many parts of the county—a questio which has been dealt with in the General Report for th Division.

Ayr and Renfrew.

In Ayrshire and in Renfrewshire, the relation of "exemptions to Continuation School work is also of great importance. Bu here complaints are made, not only of the number of "exemptions and of the irregularity of attendance at Continuation work o these pupils, but also of the short time some of them give to th Continuation School. When pupils are nearing fourtee "exemptions" are granted on condition of Continuation Clas attendance, but such pupils very often attend only up to th exact day on which the law allows them to leave.

H.M.I. *Mr. Munro Fraser.*

H.M.I., Mr. Munro Fraser, gives some interesting statistics o this point. His figures show that sometimes as high a proportio as one-third of a class leave the Continuation School in the middl of the session simply because they have reached 14 years of ag Others, again, are exempted towards the close of the Continuatio Class session, possibly at 12 or 13 years of age, and consequentl in some cases make the unprofitable change for that session about three weeks of Continuation work for six months of da school work. As a remedy Mr. Fraser suggests a declaration b the parent or guardian of the exempted child, that he wi endeavour to keep the pupil at a Continuation School for the whol session—and a resolution by the Board to cancel the exemptio in cases of irregularity, But while this might suffice in man cases, it is hardly likely to succeed among that large class o parents who are more the ruled than the rulers in their own house holds. And it does not meet the second class of cases. For *then* the only remedy is the plan which is., I believe, adopted i Edinburgh, of a Continuation School open all the year roun As for the "exempt" who leaves or is withdrawn at 14 thoug he has attended the Continuation Class for a few nights, appears that nothing can be done—he is within his legal right The remedy lies in the hands of the Board. Let them *refu exemptions* where only a short time is required to complete th legal age, and enforce attendance up to that age at the da school.

Lanarkshire. Attendance at Division I. Classes for more than one Session.

The continuance of pupils for more than one session i Division I. classes is dealt with by Sub-Inspector Mr. Millar i his Report to H.M.I., Mr. Harvey, on the Lanarkshire Continuatio Classes. He says that pupils continue "in large numbers (i some cases to the extent of one half of the class) not only for on year but for *two* or more years in Division I.," and he gives as th reason for this state of affairs—"the quality of the output from th day schools." No doubt, inefficient teaching, excessive or to early exemption, and other similar causes contribute to thi undesirable result, but there may be also a certain amount o inertia on the part of the pupils, which teachers, tired with thei long and arduous day in school, lack the freshness of mind an vigour of body necessary to overcome.

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On this question of staffing Mr. J. C. Smith has some weighty remarks:— Staffing Division I. Classes.

"Most of these Division I. classes—and many of the classes in other Divisions—are taught by ordinary day school teachers. In many respects these teachers are the best for Continuation Class work, and indeed they are often the only teachers available. They understand method—though the methods appropriate to the day school cannot always be applied without modification to the Continuation Class—they keep excellent order and their registration is above suspicion. But it is hardly possible that people who have been working hard in school all day should come with unabated freshness to Evening School work. The only permanent solution is to *regard a teacher's work whether day or evening as a whole* in apportioning working time and salary. I am aware that this is a counsel of perfection: in many parts of the country it is not feasible, but a School Board like the School Board of Glasgow might do something, *e.g.*, in the case of Head Masters of Continuation Classes, to give a lead in this direction." H.M.I. *Mr. J. C. Smith.*

It will be observed that in principle Mr. Smith's "permanent solution" for the City Continuation Classes is the same as that suggested in another form for the provision of staff, and the further encouragement of Continuation Schools in rural districts.

(1*c*.) The desirability of assimilating the methods and programme of the instruction in Division I. to a well arranged Supplementary Course was noticed in last year's Report, and this assimilation is, so far as the regulations can bring it about, now an accomplished fact. (Art. 3 of the Continuation Class Code for 1906.) Mr. J. C. Smith bears testimony to the fact that in Glasgow the Continuation Classes were 'quite ripe" for this "salutary change," and he adds:—"It remains only that the same provision of reference books and school libraries should be made for the Continuation Classes as for the Supplementary Courses." Such provision is indeed a necessity if the teaching of English in Continuation Classes is ever to rise beyond what has been described as the "Standard Reading Book" method. Work of Division assimilated to that of Supplementary Courses.

The only other general remark I desire to make on the work of Division I. is suggested by a sentence in Mr. D. Munro Fraser's valuable report on the Continuation Classes of his district:—

"Occasionally," he says, "pupils that have been much occupied during the day fall asleep on the benches through sheer weariness." This is the fate of the exempted pupil in a manufacturing town. He is a child in years—he must work hard all day, and go to school at night. What profit is it to him that his wearied body is on the school bench if his equally tired brain has either yielded to irresistible fatigue, or has been spurred to unnatural effort for an hour or two? One of two things might be done in such cases. Either employers should allow Continuation Class pupils to work only half time on school days, or the Continuation School should meet only on Saturday for, say, three hours. As matters stand the latter solution is not in accordance with Art. 6 of Code, but a combination of the two plans would be a feasible method of really giving some educational benefit to such pupils. If employers gave Friday as well as Saturday as a half-holiday to all continuation pupils on condition that they attend school on those days, the *sleeping pupil* Fatigue of pupils in Continuation Classes.

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would disappear, the work would be better done, the children would be better educated, and the teacher would see some result of his labour.*

In the report furnished by Sub-Inspector Mr. D. Johnston to H.M.I. Mr. Lobban, on certain Ayrshire Continuation Classes this double fatigue of mind and body is also noticed. At Kilwinning it appears "nearly half the pupils are under fourteen, just freed from day school and sent to work with, in many cases, a mile or more to walk to school, and they were expected to come every Monday, Tuesday, Wednesday and Thursday throughout the session." It is no wonder that the attendance at this class was "unsatisfactory," and one wonders also how much good the pupils got from the instruction in such circumstances.

Divisions II. and III., Success of Classes in Dressmaking and Millinery—Neglect of English and Cookery.

II. (*a.*) Nearly all the reports with regard to the work of Division II. this year, as last year, bear witness to the continued prosperity and success of the Women's Classes in Dressmaking and Millinery, and equally to the popularity of the Commercial Classes in Shorthand, Bookkeeping and Typewriting. But unfortunately this success is still accompanied by a neglect of two subjects of first-class importance, the one from the point of view of mental development and culture, and the other from that of practical training for after life. These two subjects are English and Cookery. The comparatively unimportant place held by English in Division II. Classes will be dealt with at a later stage. But the reasons which determine the women and girls who attend Division II. Classes to prefer Dressmaking and Millinery to Cookery are worthy of attention. The reasons, and they are no doubt the true ones, given by H.M.I. Mr. Munro Fraser are not complimentary to the students. After describing an ineffectual attempt at Port Glasgow to *combine* Dressmaking and Cookery, he says, "The former subject, *involving less exertion and being more immediately profitable, attracted most pupils, to the detriment of the Cookery Classes.*"

Again, H.M.I. Mr. J. C. Smith finds that, without underrating the value of the instruction given, it is the case that "the interest of at least some of the pupils in the work (Millinery and Dressmaking) is determined by its direct bearing on the particular task which they have in hand; when that is finished their interest in the class expires."

And in Lanarkshire the success of such classes "seemed to depend to some extent on social reasons, because enquiry elicited the fact that large numbers of the pupils had shared in similar instruction during former sessions, while others would seem to have had more than sufficient practice with the needle in their everyday employment."

* "The town of Magdeburg is so well satisfied with the results obtained that it has not hesitated to install its Continuation School in a special building where the courses are given most commonly from 4 to 7 o'clock twice weekly, *but never in the evening after the work of the day.*"—"Annuaire de l'Enseignement Primaire, 1906," page 533.

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In fact, the classes for women in Dressmaking and Millinery are pleasant places to spend an evening in, but it seems to me very doubtful indeed whether the expense which they involve can be justified on the ground of any educational benefits they confer.

Cookery is on an entirely different plane; it requires manual skill of a high order for perfect success in its practical exercise; it cultivates qualities of patience and careful observation, and, above all, its importance in relation to the domestic life of the people, and to the health and happiness of their children, cannot be over-rated.

Miss Crawford's report, given below (Appendix I.), indicates good reasons why Laundry Work should not be a popular Continuation subject, but these do not, of course, apply to Cookery, except that "pupils employed in shop or factory" may be too tired to give attention even to a Cookery lesson, and this is an evil which it may not be possible easily to remedy.

Commercial Subjects.

The strictly commercial subjects of Shorthand, Bookkeeping, and Typewriting supply a certain amount of training, and involve the acquirement of real knowledge; they are, besides, a means not only of advancing the wage-earning powers of the students, but also of promoting the commercial welfare of the community by training expert clerks. Hence their existence is amply justified and their continued prosperity desirable. They should, however, be conjoined in a commercial course—a subject which is dealt with below—and they should be founded on what H.M.I. Mr. Munro Fraser calls "the bedrock of English and Arithmetic."

Place of English in Commercial Classes.

II. (*b*) For school authorities and employers of labour it would be superfluous to point out the obvious connection of the last-named subject (Arithmetic) with Bookkeeping, and of the first (English) with Shorthand and Typewriting, but it may not be superfluous to ask them to see that this connection is impressed on the minds of the students.

There does not appear to be any change for the better in the attitude of the majority of Continuation Class students in the Second Division to the study of English. Mr. J. C. Smith reports:—

"It is a matter of regret that so few of these Division II. students continue the study of English."

Mr. Munro Fraser speaks of "the advisability of including English in Commercial courses."

"The subject in its literary aspect," he says, "may not be directly 'useful' to persons following a particular business or occupation;" but, as Mr. George Murray, Sub-Inspector, remarks, "*It seems unreasonable to say that the intellectual development of the individual is not a monetary asset apart from any immediate financial gain.*"

From Mr. D. Johnston's report on Ayrshire schools, it appears that of the 20 centres visited by him, English (Division II.) was taken at only one—West Kilbride; and Mr. Leishman's report on the classes in District No. 10 expresses "regret that the study

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of English is not more frequently included in Division schemes."

Perhaps, if English studied "*with a direct view to its use business*" were included under Head C. of Art. 14, it mig make some progress in the direction of obtaining its prop place in the Continuation Class curriculum, but it ought to studied, even by commercial students, in its literary aspect with view to that intellectual development which is, as Mr. Murr very justly remarks, "a monetary asset" of no little value.

English in Rural Continuation Schools.

In rural districts the study of English at the Division stage would be beneficial from another point of view. In t report on District No. 10, already referred to, courses in ru occupations are suggested. These would be excellent if t Boards would face the expense, and if expert teachers, w could give practical instruction, could be readily found. But, things are, there are great difficulties in the way. Yet the ru Continuation school ought to remedy that vacancy of mind a lack of intellectual interests which cause so large a part of t monotony of country life. This monotony, again, is said to one of the causes of the constant migration of the rural popu tion to the towns.

The vigorous and stimulative teaching of English is a possi remedy. Reading circles such as we have in certain Glasg schools might be formed—home reading and essays, a cl magazine, class discussions and debates, etc., would grea tend to lighten the tedium of the long winter evenings, a would, on a higher intellectual plane, take the place of the sto telling round the fireside which was once so common a featu of country life.

"Single Subject" teaching.

II. (*c*) There is probably little change in the number students who enrol for a "single subject" such as Shortha or Bookkeeping, though the only specific statement on t point comes from the report on the Renfrew and Argyll distri Here "single-subject" teaching predominates in the Commerc classes, but it is gratifying, on the other hand, to learn that attempt to induce scholars to take up consistent and toleral comprehensive groups of subjects has been "fairly successful."

Commercial Courses.

In Division III. the Dumfries Commercial Course, referred last year, continues to prosper, and although the course project at Paisley is still only in the region of hopeful plans, it is a d tinct sign of progress to find that "Commercial Courses *exte ing over three years* have been taught with very good results Grahamston, Barrhead, and at Mearns Street School, Greenoc

The following quotation from H.M.I. Mr. J. C. Smith's rep raises a very important question and makes a valuable suggest in connection with these commercial classes:—

An Alternative to a General Commercial Course.

"Bookkeeping and Shorthand continue to be very popular with b sexes, but the organisation of these subjects is not such as to warr recognition under Division III. An exhaustive examination of this po led me to the conclusion that it would be inexpedient to try to force a thing of the nature of a General Commercial Course on those studer that, in fact, the diversity of their aims and pursuits is so great as to m a Common Commercial Curriculum impracticable, and that advance i

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be looked for rather *in fostering well-graded courses extending over several years in definite branches of Commercial life such as Banking and Accountancy.* In proof of this I would point to the very successful classes in these subjects conducted at Whitehill and Provanside centres. The vigilance of the Board has reduced the number of attenuated and unprofitable classes in Commercial subjects, but further centralisation is still possible."

Relation between Commercial Continuation Classes and Central Institution.

Mr. Smith also refers to the relations between the Board's Commercial classes and the work of the Central Institution (The Athenæum Commercial College), a subject which he rightly regards as "a vital question," and which will be dealt with in its own place.

It is no doubt true that the students of these classes have diverse aims and pursuits, and that this is a difficulty in the way of the formation of a Commercial Curriculum, but they attend these classes with at least one common aim, namely, the improvement of their money-earning capacity. Now, even from this point of view—not to mention the purely educational advantages of the "course" system,—it would be well if each of the Commercial subjects were linked to a series of appropriate lessons in English or Arithmetic or both.

English, Shorthand and Typewriting, English, Arithmetic and Bookkeeping, or English, Shorthand and Bookkeeping (including Commercial Arithmetic)	These lessons in English and Arithmetic might easily be made to have special reference to the Commercial subject dealt with in the rest of the course.

Even the plan of pairing subjects such as English and Shorthand, English and Typewriting, Arithmetic and Bookkeeping, is better than that of giving instruction in single subjects. On the other hand, the large centres have facilities for the teaching of the courses Mr. Smith mentions, and the work of such courses is certain to be of benefit to the students and to the community.

Division IV.

The classes in Division IV. are generally popular where they have been established, but they do not bulk largely in the Continuation work of the Division. Their most important sphere is undoubtedly that of Physical Training, but in this the Continuation school has its own peculiar difficulties. If the students have spent the day in sedentary occupations, they may be quite fit for a Physical Training class in the evening, and it may be of benefit to them, but such students are only a section of those who attend Continuation schools, and for those who have spent the day in hard manual labour, or even for those who have spent it standing behind a counter, the strain of a gymnastic class might be too severe. Consequently it is well that subjects which give a certain amount of training of hand, eye, or voice, without fatigue of body, should, as appears to be the case, continue to be well attended and efficiently taught.

Summary of District Reports.

In the course of the foregoing remarks nearly all the subjects dealt with by H.M. Inspectors in their reports on the Continuation work of their Districts have been touched upon. H.M.I., Mr. Young, who, as in previous years, has had charge of the Scientific and Technical Classes under Division III., sends a valuable report

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which is given in full. This is followed by a note on the work the Central Institutions under Art. 87. The Inspectress of Hou hold Work (Miss Crawford) reports on the Cookery, Laund and Household Management Classes, and her report is giv as an appendix.

It only remains to give in the form of a very brief summa for each district the topics remarked upon by the vario Inspectors, and not already dealt with.

GLASGOW DISTRICT No. 7 (MR. J. C. SMITH).

There is an increase in the number of Division II. classes owi to the causes already mentioned which have lessened the numb of Division I. classes.

Steady improvement in the teaching of Languages is note this is specially true of the oral side of language teaching, a particularly in the case of French. The superior work done Languages in the Glasgow High School centre is again notic with approval.

LANARKSHIRE DISTRICT No. 3 (MR. HARVEY).

The work shows greatest vitality in the Division II. class Division IV. is not a prominent feature of the Continuati system here, and in Div. I. the Girls' classes are badly attend It is suggested that where this is the case the girls should atte a "mixed" class.

AYRSHIRE DISTRICT No. 9 (MR. LOBBAN).

The work in the Kilmarnock centre is well organised and co-ordinated with the advanced classes in the Academy and the (Glasgow) School of Art. The relation between "exemptio and continuation work is dealt with in the general report on t day school work, but it is to be noted here that in certain distri in Ayrshire, *e.g.*, Darvel, although there are exempted pupi none of them attend the Continuation Classes; in other cas nearly all the Division I. students are "exempted" day sch pupils.

DUMFRIES DISTRICT No. 10 (DR. A. D. THOMSON).

There is a decrease in the number of centres from 27 to Division I. Classes were held at 14 centres, Division II. at Division III. at 1, and Division IV. at 2. In this district it only in the towns of Dumfries, Annan, Dalbeattie, Maxwelitow Newton Stewart, and Stranraer that the Continuation system c be said as yet to have become an integral part of the educatio machinery.

GOVAN AND DUMBARTON No. 11.

Continuation work under the Govan Parish School Board carried on with the efficiency and success of former years.

The need for Division I. classes throughout the District s exists, but year by year the number of pupils in this Division steadily decreasing, while those in the higher divisions are steadily on the increase. This is particularly the case

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Clydebank, Dumbarton, Alexandria, and Helensburgh, where the population is greatest, but for the other parts of the County of Dumbarton the statement also holds true, though to a less extent.

A gratifying feature of the instruction is the improvement in the attainments of the pupils now attending the lowest Division compared with what was found a few years ago. In fact, it is no uncommon thing to find pupils in this Division who, by attainments, might be enrolled under Division II., but who otherwise lack the requirements presented by the code for admission to this Division. While the teachers and managers know that such cases may be enrolled and taught under Division II., though qualifying only for Division I. grant, there is often a disinclination to admit them, especially if the Division II. class is fairly large already.

The newer conditions under which English is now being taught have tended to broaden the outlook of the pupils, and to create a taste for Reading, which was formerly very much lacking. It is gratifying to record the readiness and heartiness with which the School Board have supplied a liberal store of good reading for the use of the pupils. Many of the students have, during the current session, read from four to six standard works.

The attendance at the Division I. classes is fairly regular as a rule. Formerly the tendency was for the numbers to decrease towards the end of the session, but the granting of prizes and certificates at the end of the session has done much to prevent this.

RENFREW AND ARGYLL DISTRICT No. 12.

(Mr. D. Munro Fraser.)

In this District there are 61 centres, 44 being in Renfrew and 17 in Argyll. Two new centres have been opened in Tiree.

The important question of the relation of employers of labour to the Continuation Classes in Division II. is dealt with.

In the larger centres an increasing interest is shown by managers in the classes in this Division. In regard to this point Mr. Burdon, Sub-Inspector, has the following remark:—

"Noteworthy examples of employers showing an interest in the work of Continuation Classes are found in Paisley, and it is earnestly hoped that their example will be followed both there and in other places. In the East School some 90 of the students were employed by Messrs. Clark and Co. This firm pays fees and supplies books on condition that the pupils make 75 per cent. of the possible attendances and do satisfactory work. Three reports are sent in during the session to the firm by the teacher, and it is generally understood that promotion to a certain extent depends on the quality of the work done at these classes."

A similar system prevails at Carbrook Street School and at Nether Craigs School, near Paisley.

In the "general remarks" with which Mr. Munro Fraser concludes his report, reference is made to the teaching of Household Management. Such a course "corresponding generally to that of the day school has not yet been attempted in Continuation Classes." So far as Laundry Work is concerned,

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some of the reasons for this will be found in Miss Crawfo report; but Mr. Fraser goes on to make a suggestion which mi with advantage be adopted. He would establish a Housek Course for young housewives, to include certain parts of Laun Work, *e.g.*, "Starching and Ironing," and most important of "lessons in the rearing and training of children, in regard which, from all accounts, an appalling amount of ignora prevails."

CONTINUATION CLASSES—SESSION 1905–6.

Science and Art (H.M.I. Mr. F. W. Young).

General Progress.

In the Western Division a steady advance continues to made in the correlation of technical studies in evening clas Eight new centres have put forward courses of gradua instruction in Science and Art for recognition under Divis III. With the 38 detailed in last report this makes a total 46 schools in which Division III. work is being done. They distributed among the counties as follows:—

Ayr.	Dumbarton	Dumfries.	Renfrew.	Lanark.		
				County.	Glasgow.	Gov
7	2	2	6	9	13	7

Science.

The "Course" System.

What has come to be known as the "course system" instruction may now be said to prevail at all our princi industrial centres. The system is simply a wider interpretatio what constitutes a subject. Mechanical Engineering, for exam is now viewed as a whole, and is no longer taught in fragmentary fashion of a few years ago, when its differ branches were offered indiscriminately and without coheren apprentice lads being allowed to enter classes in Mach Construction, Applied Mechanics or Steam, at random without regard to their fitness for the work by preparatory correlated instruction in Practical Geometry and other branche Mathematics. This was accountable for the large falling off attendance in more advanced stages of study. In this respec steady improvement is in course of being effected. Howe Continuation Class teachers may at present differ regarding desirability of centralising the higher instruction in techn subjects, there is now very general agreement among them a the educational advantages of the "course system" and of success which has attended its introduction in face of mu misunderstanding and misrepresentation. The following sch in which the courses of instruction have been systematized more than two sessions, afford interesting attendance statis taken from the returns made in each year to the Department

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GLASGOW AND DISTRICT.

Centre.	Course.	1905.		1906.		
		1st Yr.	2nd and 3rd Yrs.	Prelim Course	1st Yr.	2nd Yr.
Abbotsford P. School -	Engineering -	–	—	22	20	18
Crookston Street do. - -	do. -	58	21	–	54	15
Do. do. - -	Building -	9	—	–	15	15
High Street do. - -	do. -	73	—	–	50	28
John do. do. - -	Engineering -	96	57	78	60	18
Do. do. - -	Building -	37	16	32	21	16
Kent Road do. - -	Engineering -	80	33	–	75	40
Napiershall do. - -	do. -	27	13	–	72	21
Do. do. - -	Building -	20	18	84	36	14
Petershill * do. - -	Engineering -	54	41	69	52	30
Provanside do. - -	do. -	26	10	–	33	21
Do. do. - -	Building -	20	6	32	21	8
Whitehill† do. - -	Engineering -	26	43	23	51	21
Do. do. - -	Building -	20	24	–	31	17
Bellahouston Academy -	Engineering -	32	54	–	60	47
Do. do. -	Building -	17	17	43	24	13
Fairfield P. School - -	Engineering -	26	7	25	20	13
Hamilton Crescent School-	do. -	37	21	–	68	21
Do. do. -	Building -	34	7	21	31	6
Do. do. -	Naval Architecture	30	9	–	32	10
Hillhead do. -	Engineering -	72	48	–	57	39
Do. do. -	Building -	33	13	65	31	11
Maryhill do. -	Engineering -	12	13	20	12	16
Do. do. -	Building -	5	4	12	10	8

* 40 students took Preliminary Mathematics in 1905.

† 14 " " " " "

RENFREW.

Greenock Technical School, including correlated centres, Belville Place Continuation Classes, and Highlanders' Academy Continuation Classes.

Course.	1904.					1905.					1906.				
	Years.					Years.					Years.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Engineering - -	65	51	48	15	6	130	130	29	15	3	161	165	66	16	
Naval Architecture	20	10	5	4	–	22	18	6	6	–	10	14	6	5	–
Building - -	24	15	4	–	–	27	18	10	–	–	39	12	12	2	–
Chemistry - -	15	10	4	..	–	15	11	4	1	–	7	14	5	3	–
Painting and Decorating -	–	–	–		–	21	18	–	–	–	6	16	–	–	–
Plumbing - -	–	–	-		–	21	5	5	–	–	16	9	3	4	–

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Paisley Technical School.

Course.	1904.					1905.					1906.			
	Years.					Years.					Years.			
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th
Engineering - -	78	53	27	8	–	60	56	46	6	–	69	63	46	14
Naval Architecture	5	–	8	4	–	6	8	8	1	–	12	1	2	2
Building - -	37	15	11	3	–	30	14	6	4	–	44	15	5	6
Chemistry - -	7	3	1	4	–	8	6	2	–	7	23	11	8	2
Textile Machinery	6	–	–	–	–	11	5	–	–	–	11	9	2	–

Paisley Camphill Continuation Classes.

Preparatory to 3rd and subsequent years' studies at Paisley Techni School.

Engineering - -	–	–	–	–		98	25	–	–	–	107	40	–	–

LANARK.

Coatbridge Technical School.

Course.	1904.					1905.					1906.			
	Years.					Years.					Years.			
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th
Engineering - -	83	39	22	9	–	80	53	31	15	–	88	76	35	22
Building - -	21	18	7	–	–	17	9	6	–	–	20	10	12	–
Mining - -	39	50	30	12	–	40	30	50	14	–	29	38	41	24
Iron and Steel Manufacture -	–	–	–	–	–	12	13	3	–	–	20	12	7	–
Plumbing - -	–	–	–	–	–	13	–	–	–	–	12	4	–	–

Hamilton Academy Technical School.

Engineering - -	22	15	9	1	–	22	20	10	6	–	31	21	10	9
Building - -	16	8	5	–	–	17	8	1	1	–	19	6	5	9
Mining* - -	9	17	18	19	7	5	10	11	31	1	4	14	12	28
Painting and Decorating -	12	13	–	–	–	14	7	3	–	–	4	8	7	7
Plumbing - -	5	2	–	–	–	14	4	2	–	–	–	–	–	–

Augmentation of Joint Committee.

The fact that the Joint Committee of Glasgow and Govan Pari School Boards and the West of Scotland Technical College h during the year been augmented by the addition of representativ of the School Boards of Maryhill, Cathcart and Shettleston, and the Govan Y.M.C.A., gives gratifying assurance of further c ordination of educational work in Glasgow and its neighborhoo

Issue of Guide to Evening Classes.

The Committee have recently authorised the issue of a Gui to Evening Classes in Science and Technology, as desired by t Department. It gives the necessary direction to students as the lines of systematic study in Engineering and Building subjec

* The larger attendance in later years of this course is explained by t influx of students from other centres where early stages of the subject studied.

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and provides a concise statement of the facilities for technical studies in Continuation Classes in the various Schools, leading up to the higher work of the Technical College. A chart has been framed showing clearly the courses of study which may, with most advantage, be followed by apprentice engineers and builders, (1) through a modified Course up to the Junior Certificate of the College, or (2) on the more extended lines of work in Mechanical, Electrical, Civil, or Mining Engineering, Naval Architecture and Building Construction, terminating in the Senior Certificate. For all such students there are in common the two years' courses in Engineering and Building subjects in Continuation Classes, and for those whose previous education does not enable them to enter at once upon one or other of the courses, Preparatory Classes have been provided in which the instruction includes a continuation of School Arithmetic, and the beginnings of Algebra and Practical Geometry, along with practical work in Measurements, etc.

At the end of a two years' course, or of the three years' work, should the preparatory course be taken, it is understood that all the students who qualify by attendance and progress will be put forward by their instructors for approval of the work they have done during the course, with a view to the award of a certificate recognised by the Department as terminating the Continuation Class studies and qualifying for admission to more advanced classes within the Technical College.

The amended schemes which appear in the Guide for two years' courses in Engineering and Building Construction have been drawn up with full consideration of all the circumstances. They make no excessive demand upon either the time or the capabilities of apprentices employed during the day, so that any lad of average intelligence should, with ordinary diligence, have little difficulty in reaching the standard of attainment required. Hitherto the number put forward has been somewhat disappointing. In Engineering only 15 per cent. of the total number of students in the second and third years of the course were considered sufficiently well qualified at the end of last session. In Building Construction only 21 per cent. obtained certificates; while from most of the schools the proportion of students presented by the teachers was lower than might reasonably have been expected. The general percentages stated would have been higher, had it not been the case that, from two or three of the schools, no candidates at all were presented. The reasons for this will be made the subject of careful investigation.

Issue of Certificates Disappointing Results.

A gratifying feature is the very large proportion of those who, receiving these certificates, have presented themselves for enrolment at the Technical College this session. This promotion ought to become more and more the desire of technical students, and it should be encouraged in every way by the teachers. All should realise the splendid facilities which have been provided at great cost for advanced technical work of all kinds within the Technical College. Many Continuation Class students appear not to be aware of the very substantial provision which has been made for their further instruction. An observational visit by the

Enrolment in Technical College.

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senior students to the laboratories of the College, arranged and conducted by the principal teacher, say during the Christmas holidays, might act as an incentive to many of them, and could not fail to arouse interest in all. In any case, in future sessions the proportion of students who qualify by attendance and progress to enter the classes at the Central Institution, will be taken as an important factor in estimating the value and success of the instruction given at the Continuation Classes which they have attended.

The higher fees, for laboratory classes in particular, at the Technical College, may, in a number of cases, deter students from passing on there from Continuation Classes, where the fees are merely nominal; but this should be met by some satisfactory re-adjustment of moneys available for educational purposes under the Glasgow Endowments Board, so as to provide a sufficient number of suitable bursaries for lads who have reached the standard of attainment in Continuation Classes required for entrance into the Technical College.

Organiser of Technical Work.

Mr. Galbraith, who last year was appointed organiser of technical work in Continuation Classes by the Joint Committee, has brought to his onerous and delicate duties much discretion and tact, as well as an intimate practical acquaintance with the work and the educational requirements of apprentice engineers and other craftsmen. Nothing has been wanting on his part to consummate the union between Schools and College. What success has attended the operations of last session has been, in the main, due to his active interest and zeal. In last year's Report reference was made to the want of sufficient practice being given in drawing from actual examples of machine parts and models of building details. Mr. Galbraith has already taken measures to remedy this by securing more liberal provision for the work in the Glasgow and Govan Classes. The more frequent use of actual parts for drawing operations will, in future, be more rigorously insisted upon throughout the Division. Teachers of Machine Drawing are prone to specialize with their students too early. Cases have again occurred in which elaborate copies of working drawings of engines, pumps, etc., have been made by students who were found unable to tackle a question involving the drawing of a comparatively simple section.

Solid Geometry

What has been well-called "foundation" work in Solid Geometry is to have more attention in future. It will be worked into the ordinary course of Machine Drawing, and thus afford a better grounding in principles upon which to subsequently build.

and other branches of Mathematics.

Mathematics becomes, year by year, more practical and serviceable, though, in some cases, the furnishing of students with a rational method of calculating is too long deferred. Practical Geometry is being disencumbered of many scholastic problems, and is now mainly taught in connection with its technical applications. An interesting feature of the work is the way in which students are now directed to construct for themselves paper models which show, in three dimensions, the lines and surfaces which, in Solid Geometry, are represented by a single plane,

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Mining.

At all the important mining towns in Ayrshire and Lanarkshire systematic courses of instruction in Mining subjects have been introduced, with remarkable success. Through the influence of the demands of the examination for the Mining Manager's Certificate, adherence to the main lines of the scheme approved three years ago is now very general. Last session the Ayrshire Technical Education Committee undertook the general management of Mining Classes within the area of the county, with a view to establishing a closer relationship between classes in outlying districts and large centres, such as Ayr and Kilmarnock. This has been satisfactorily carried out. The arrangement secures better provision for the experimental treatment of important branches of the subject of Mining, which in recent years had been almost entirely neglected. Local managers have been slow to recognise the need of a suitable supply of apparatus for practical illustration, and in more than one Lanarkshire school the materials in use have been found to be the property of the teacher.

Employers of Labour and Continuation Classes.

Recognition by employers of the attendance and work of their apprentices in Continuation Classes is not yet widespread; indeed, frequent complaints are made by teachers of serious interference with the attendance at classes, owing to the young lads working overtime. There are, however, marked exceptions in some districts, notably in Kilmarnock and Glasgow, where several employers not only pay fees of apprentices, but offer either a small bonus or give a slight increase in wages in cases where the attendance and progress are reported satisfactory. At the works of Messrs. Cochran & Co., Newbie, near Annan, the firm take the entire management of the technical studies of their apprentices. A three years' course in Practical Mathematics, Machine Construction, and Boilermaker's Practice, is being carried out with much success. Accommodation is provided for the classes within the works, where attendance is given by the students on two mornings per week. The teachers are members of the staff, well qualified by mathematical and engineering attainments for their duties. It is a rule of the firm that no apprentice is admitted to the works Drawing Office unless he has given attendance for two sessions previously, and in giving apprentice his "lines" or certificate of service, special mention is made of his work in the classes. This is a most exemplary lead to other employers, and well worthy of imitation throughout the country.

An exemplary lead.

Drawing.

Grading Classes.

By far the largest and most important part of the Art Work of the Continuation Classes in the Western Division is carried on in the area which is best described as Greater Glasgow. The arrangement for the grading of classes continues to yield excellent results, although closer relations between the classes in the School of Art and those under the School Boards of Govan Cathcart and Maryhill is very desirable. The number of students promoted to the School of Art from these schools has as yet been insignificant.

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Mr. Vaughan's Report.

Mr. Vaughan has recently shown in an instructive and interesting Report that the number of artizan students now in attendance at Evening Art Classes under the Glasgow Board, who are availing themselves of continuous course instruction therein, is on the increase. This is contrary to views currently assumed and stated. But, as prior to 1902 large numbers of teachers were enrolled in the ordinary Continuation Classes who are now well provided for in classes under Article 55 of the Regulations for the Training of Teachers, a reliable comparison cannot be instituted without deducting the attendance of teachers in the earlier years. This Mr. Vaughan has done, with the result above stated.

Promoting Continuation Students to School of Art

It should also be remembered that from 30 to 40 students in Drawing Classes under the Glasgow School Board are every year promoted on the merit of their work, for further studies at the School of Art. Their work in the Central Institution affords evidence that they are proving themselves highly satisfactory recruits. In few other areas within the Division is it possible to co-ordinate the work of the classes as has been done in the larger centres, owing, first to the small number of classes within easy distance of each other, and second to the smallness of the areas controlled by School Boards generally. In Ayr, however, the Art Classes in Russell Street school have been related to the Academy Classes, and in Hamilton, although no definite arrangement has been made by the Boards concerned, an understanding has been arrived at by the teachers of Drawing in the Burgh and Parish Continuation Classes, so that the work in the elementary stage has been brought into more intimate relation with the advanced classes in the Burgh Academy.

While the present session may witness a reduction in the number of classes and enrolments in Wood Carving and Art Needlework, the classes which are now being formed to meet the new requirements in Drawing and Design as part of the work are sure to yield more satisfactory results.

GENERAL.

Organisation. General Results.

In last year's Report it was remarked that progress in the organisation of Continuation Work might be looked for in regard to four points, viz :—The diminution of Division I. Classes, the extension and development of "Courses of Study" in Divisions II. and III., and the complete co-ordination of this work with that of the Central Institutions. There has been distinct progress, due to the greater elasticity of the regulations, in the first-named direction. There is no evidence of any such progress in the second direction, and Mr. Young's Report deals with the third. The work itself on present lines is efficiently done, but longer time than a year, and frequent re-statement of the relevant facts and arguments seem to be necessary to bring about the desired changes in regard to Courses of Study, and especially in connection with the relation of Commercial Classes and Courses to the Central Commercial College.

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CENTRAL INSTITUTIONS.

(ARTICLE 87.)

Appendices.

The reports of the Governors of the four Central Institutions under Article 87 of the Continuation Class Code are printed as appendices to this Report.

Since the organisation of the Continuation System is completed by these Institutions, it follows that all the lower stages of the work should be so organised as to lead up to, and fit in with the programmes of, the Central Institutions. These Institutions in their turn should be so organised as to prevent any overlapping of their work with the work of the Continuation Schools, with consequent waste of time and effort.

Organisation of Commercial College.

H.M.I. Mr. Young's Report shows how completely and successfully all this is being done on the side of scientific, technical, and art instruction. It cannot, however, be said that satisfactory progress on the same lines has, to any appreciable extent, been even attempted in the commercial subjects. The Governors of the Athenæum Commercial College have been working at this aspect of the subject, but I am unable as yet to report any results. Schemes have been drawn up and discussed, and it is due to one of the Governors to say that he has taken very great personal interest in the matter, extending so far as to visiting some of the leading commercial colleges on the Continent, but, up to the present, the schemes proposed exist only on paper.

Its advanced work.

The Commercial College does, in certain branches, attempt work of a considerably advanced type, *e.g.*—it has lectures on Mercantile Law, on Business Systems, Office and Factory Organisation, and Political Economy, but its Elementary Classes in Modern Languages, Shorthand, Book-keeping, and Typewriting cover the same ground as is fully dealt with by the ordinary Continuation Classes under the School Board of Glasgow and other Managers. Moreover, the efforts made during the past few years to formulate and carry out a commercial Course in the College have met with scarcely any success in the sense that only a very small fraction of the students take the course laid down for them.

Suggestions as to Completion of Organisation.

The instruction given in this Institution ought to be of a more concentrated, systematic, and advanced type. There ought to be an understanding between the School Board and the Governors of the College as to the arrangement of their respective fields of work. The College should, in short, hand over to the Managers of the Continuation Classes that portion of its present work which rightly belongs to those classes, and devote itself to its own special sphere—advanced instruction in Commercial Subjects. It should insist on the students taking full courses of study, and it should, by arrangement with the other Managers, see that its entrants have reached a proper standard of attainment to enable them to profit by really advanced instruction. If this should result, as at first it probably would, in a greatly diminished attendance at the Athenæum Classes, the

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real benefit to the students who remained would be proportionately greater. At present the classes exist largely for the benefit of young men and women who desire, quickly and cheaply, to improve their money-earning capacity, but the true aim of the students ought to be to acquire a sound commercial education —and that can be done neither quickly nor cheaply. The unfortunate position at present is that the meagre resources of the College seem to hamper the Governors in their efforts at organising systematic courses, the fees of the large number of pupils at the Elementary stages being an important factor in the financial stability of the Institution.

The Agricultural College in relation to Continuation Classes.

Apart from certain courses of lectures delivered by Lecturers of the College at one or two Centres, the Agricultural College can scarcely be said to stand in any organised relation to the Continuation Classes. If, however, it were found possible greatly to increase the number of rural Continuation Schools, and to institute in them classes connected with country occupations, the Agricultural College could do valuable service in connection with the training of teachers in the subjects required, as well as through the advanced instruction it would be prepared to give to pupils from the rural Continuation Schools, who, by previous study, would be able to profit by it.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
A. R. ANDREW.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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APPENDIX I.

Report on Cookery and Laundry Work (Miss Crawford).

Class Teaching.

During the past session, 18 centres in the Division were visited. The nature and extent of the work, though slightly varied in minor details in the different districts, correspond in most points. Class teaching has been more generally adopted by many of the teachers, and the improved attendance and general satisfaction to teachers and pupils resulting from it give a hopeful feeling for a wider adoption of this mode of conducting a cookery class. The interest of the class is sustained with less effort, the various modes of cookery are, as a rule, more readily grasped by the pupils, less expenditure is incurred, and stove accommodation is more adaptable.

Afternoon Classes in Glasgow.

The afternoon classes carried on by Glasgow School Board were well attended in many parts of the city. The women were interested, and the spirit of emulation evident in many of the classes added to the general efficiency of the work.

Successful and well-attended classes were carried on at West Kilbride, Ardrossan and Dumfries; also at Paisley and Rothesay.

Laundry Work.

This subject was in operation at only one of the centres visited. The nature of the work does not render it popular in Continuation Evening Classes. Laundry work, more than any of the other subjects of a domestic nature, is best done during the day. Pupils employed in shop or factory are too tired to stand the strain of it, and others who might be benefited by the instruction are rather discouraged in their efforts by the inevitably disappointing results of operations carried out in artificial light.

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General Report *for the year* 1906, *by* G. Dunn, Esq., M.A., LL.D., *one of His Majesty's Chief Inspectors, on the* Continuation Classes *in the* Northern Division of Scotland.

My Lords,

I have the honour to submit a report on the Continuation Classes in the Northern Division of Scotland, for the year 1905–1906.

As I have not had an opportunity of making myself personally acquainted with the condition of these classes, the materials for this report have been derived from the special reports supplied by my colleagues, to whom I desire to express my due sense of obligation.

The arrangements which obtain in the several districts, and the general character of the instruction, are as follow.

Aberdeen. There were 26 Continuation School centres in Aberdeenshire (exclusive of Aberdeen City), 11 in Kincardineshire, 3 in Orkney, and 4 in Shetland. The rural classes in Aberdeenshire were mainly confined to the Commercial Subjects in Division II. English is not a popular subject, the desire being to take purely utilitarian subjects, such as Shorthand, Book-keeping, and Commercial Arithmetic.

Kincardineshire. The work in Commercial Subjects is satisfactory. The Fordoun Division II. class deserves special praise.

Orkney. The inspection of the Continuation Classes was conducted by Rev. G. R. Murison, who reports very favourably on the quality of the work. Tomison's and Orphir Kirbister classes are singled out for particular commendation.

Shetland. The classes in Shetland were examined by Rev. J. Wilcock He reports that—

"At Bigton the tuition in Navigation, Seamanship, and Signalling deserves special mention."

Aberdeen City. Mr. Philip reports:—

"The opening of the Central School has allowed the Higher Commercial classes under the Code to be concentrated in one building . . . The various members of the staff who have been frequently visiting the different centres of instruction are unanimous in saying that the business details of enrolment, registration, etc., are capably looked after, that the teachers are conducting their classes in a thorough manner, and that the students, as a rule, are hard-working and earnest. The more elastic conditions of Art. 3 of the Code are of undoubted advantage."

A difficulty of classification is pointed out in such a subject as French. As Mr. Philip says:—

"A pupil with no previous Continuation Class teaching can only qualify for the grant in the second year by having obtained the Lower Grade Certificate in this subject. The pupil, however, with this qualification is much in advance of a pupil qualified by previous attendance in a first year's Continuation Class."

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He thinks it desirable that some of the Dressmaking classes should be visited by Miss Crawford:—

"As there is a suspicion that too much time is given to replenishing the wardrobe of individual pupils, and not enough to the proper teaching of the subject."

The efficiency of the Higher Technical Institute for Women is attested by Miss Crawford. The class for the Aberdeen Constabulary is conducted with marked success.

Mr. Muir's District.

In Mr. Muir's district Continuation Classes are confined to the four towns of Montrose, Arbroath, Brechin, and Kirriemuir. Attempts to include the rural districts have proved abortive. Mr. Muir regrets this, and says that—

"It would be pleasant to see a development of this work in Tannadice, Careston, Edzell, Lochlee, etc., where plough-lads might keep up their school attainments and acquire some knowledge of Mensuration and Land-Surveying, or even of Latin and French, as a sprinkling of lads did in the olden times. But all this is impracticable under new conditions .... The country bairns are left to a plentiful lack of intellectual and moral development. Hearing more than in days of slower communication of 'the dear, distracting town' they come in to increase its congestion."

In Montrose the classes (except those for Cookery, etc.,) have been put under the supervision of the Rector of the Academy. In Brechin and Kirriemuir a similar plan is followed. In Arbroath the arrangements are open to serious criticism, too many pupils being put into Division II. for Bookkeeping and Commercial Arithmetic without adequate preparatory training in Division I. Mr. Muir makes a remark of general applicability:—

"Too much of the Continuation class work is simply what should have been overtaken in the day school. Division I. should consist almost exclusively of 'exempts' and 'backwards.'"

He comments upon the "heavy, lumbering look" which pervades the ordinary evening classes, excepting, however, from this criticism the Science and Art classes, where a genuine interest in the subjects is displayed. He complains that the discipline is sometimes lax; whenever

"the master's attention is diverted for a minute there is an outburst of chatter,"

clearly indicating a lack of interest in the work. He thinks the remedy of dismissal or suspension might in such cases be usefully applied, together with a cancelling of the "deplorable rule" by which the whole or a great part of the fees are returned to scholars who have made a certain percentage of attendances.

Mr. Robertson's District.

Mr. Robertson comments upon the precarious existence of Continuation Classes in his district. Last session there were only three centres outside of the Burgh of Inverness. He finds it difficult to suggest any remedy, but thinks that—

"A system of popular lectures such as, I believe, is a part of the adult education in Denmark, might be tried, and I am sure that in the Hebrides the form of educative *ceilidh* would have beneficial results."

Mr. McKechnies District.

The Continuation classes in Mr. McKechnie's district had a successful session. Unfortunately there were no centres in West Ross. As it is difficult to complete twenty weeks between harvest and seed-time, the session is sometimes limited to fifteen weeks.

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The attendance was good and highly creditable to the scholars who have often a long way to go in the dark and over muddy roads. An obstacle to success is the failure on the part of the teachers to discriminate between school work and subjects of instruction likely to attract young men and women. The town classes are greatly in need of stimulation. The work is often perfunctory, the teachers tired and listless, and employers do nothing to encourage attendance. The classes were for the most part under Division I.; but a dressmaking class was conducted at Mosstowie and Forres, and a cookery class at Findhorn and Elgin. Mr. McKechnie states that the spirit of the classes varies with the teachers. This is a fact which teachers themselves often forget, deeming it sufficient to provide instruction instead of fostering a desire for instruction by the choice of interesting materials and the spirited conduct of the class. According to the teacher's idiosyncrasy sometimes a "portentous silence and solemnity," sometimes a "general frankness and bonhomie" prevail. Great progress in Composition is observable, Arithmetic is generally practical, and Reading shows a cheering advance, both in fluency and in the choice of literature. Mr. McKechnie makes the useful suggestion that the school library should be made available for Continuation Classes.

Mr. Macdonald's District.

Mr. Macdonald states that the amount of Continuation School work in his district has been very small, there being only seven centres—under Divisions I. and II. at Fodderty (Ross), Lairg (Sutherland), and Wick; under Division II. at Castletown, Barrock and Aukengill in Caithness, and Clyne in Sutherland; and under Division IV. at Fodderty and Clyne. This represents a large decrease in the number of centres, viz., from fourteen to seven. The work done under Divisions I. and IV. did not reach a high level of attainment; but under Division II. the work was almost without exception thorough and successful. The smallness of the classes, only few of which comprised 20 scholars, had the compensating advantage of securing a greater amount of individual attention for the pupils. Mr. Macdonald says:—

"With the exception of Clyne, where Gaelic was the only subject studied, all the centres took up Commercial subjects. English formed part of the course at Pulteneytown Academy, Lairg, and Castletown, and good work was done, especially at Lairg, where a play of Shakespeare was studied with unusual success in view of the limited time available."

The value of the work at Pulteneytown Academy was very considerable, and the classes in Cookery and Ambulance Work were well attended and successfully conducted. Mr. Macdonald continues:—

"At Barrock courses in Agriculture and Book-keeping were attended by young men engaged in farming operations. The zeal shown by these students in acquiring a more scientific knowledge of the principles underlying their life work was quite commendable. Much of the success of these classes was due to the close personal interest taken in them by Sir John P. G. Sinclair, Bart., on whose estate the school stands. One would fain wish that his example were more generally followed in rural districts, as the encouragement thus given to both teachers and taught would prove most stimulating."

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The cause of the decline of Continuation Class work is not readily discoverable. Financial considerations may to some extent operate; general apathy, it is to be feared, is too prevalent; and the length of the normal session may be regarded as a contributing element. *Mr. Watties' District. Dundee.*

The elaborate arrangements made by the Dundee School Board may fitly serve as a conclusion to the several Reports. The scheme was adopted at the end of last session, and its aim was to place pupils in the classes corresponding to their attainments. The classes were divided into three sections, and I have found it convenient to present the details in a tabular form:—

—	Number of Schools.	Subjects of Instruction.	Number of Pupils.
Section I.	Preparatory Schools, for boys, 3, for girls, 2. Also: 1 Elementary Domestic School for girls, 3 Schools for mill-boys.	English, Arithmetic, Drawing (boys), Needlework (girls).	396
Section II.	3 Preparatory Commercial Schools.	English, Arithmetic, History, Geography.	89
	Also: 3 Advanced Domestic Schools.	Cookery, Laundry-work, Dressmaking, Millinery.	518
Section III.	3 Central Commercial, Art, and Elementary Technical Schools.	English, Arithmetic, History, Geography, Shorthand and related subjects, French, German, Spanish, Latin. Drawing, Stencilling on Cloth, Leather-work Embroidery, Free-hand Sketching. Arithmetic, Mensuration, Practical Mathematics, Geometry, Scale Drawing.	854

A special class for Constables, numbering 20, has been conducted at Harris Academy, and a class for Physical Exercise at Lochee Liff Road School. Certificates entitling to promotion into the next section were issued under Sections I. and II.; in Section III. the Certificates of the London Chamber of Commerce have been aimed at. Standing apart from the above schools, which subserve higher educational requirements, are two schools attended by children under fourteen who have been exempted from attendance; but under the rigorous policy of the Board, the

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numbers on the roll of these schools are steadily decreasing Fees are charged at all the schools except the Exemption School but the whole fee under Section I., and half the fee under Sectio II., are returned on condition of proper attendance, conduct, an progress.

This admirably arranged scheme of instruction is well worthy being studied by School Boards similarly situated; it provide for the proper classification of pupils and for their advancemer through successive stages without waste of time or futile repetitio of the work. Even the Technical Course does not represent th final goal, because it is designed to prepare apprentice artisar for the Technical Institute. In a word, the Board are endeavou ing to combine all the separate parts of the educational machir ery into a coherent whole. It is certainly not the fault of th Board that a more extensive use is not made of the facilities pr vided; but the mere fact that such a scheme has been organise is itself an object-lesson to the community and is sure ultimatel to elevate popular conceptions of educational requirements.

Extraneous agencies for the teaching of Cookery and other sub jects exist in Dundee and have been subsidised and staffed by th Dundee Educational Trust. Those under the management of th Young Women's Christian Association have been recognised b the Department as meeting the needs of the west end of the City

There is little activity outside Dundee. Six centres have bee established, and the best classes were those at Broughty Ferry Carnoustie, and Forfar.

Miss Crawford's report on the teaching of Cookery and Laun dry in Continuation Classes is as follows:—

"Cookery is still one of the popular domestic subjects. During the pas session the classes visited were found in good order, the pupils wer enthusiastic, and the management, tone and discipline invariably satisfa

Elgin Girls' School.

tory. The day classes instituted at Elgin Girls' School were well attende by pupils from the town and neighbouring districts. The course of lesson was a consecutive one, and the pupils attended daily. The institution c such classes by other Boards is well worthy of consideration. They forn an important link between day schools and evening classes, and affor good opportunity for pupils whom distance, health, time or other circum stances prevent from attending in the evening.

Inverness Technical School.

"The classes held at Inverness Technical School were more popular tha ever. An excellent attendance was maintained, the instruction was wel applied and useful, the pupils had ample opportunity for individual work conditions which, in addition to the splendid organisation and manage ment, go far towards securing an almost perfect attendance.

Findhorn.

"The class held at Findhorn was taught on practical lines, and thoug carried on with the disadvantages of insufficient floor space and stov accommodation was found in excellent order and had completed a full an pleasing record of work.

Rothes.

"Rothes class was well attended, but lacked good methods and satisfa tory organisation.

Aberdeen.

"Large Cookery Classes were again successfully carried on at Aberdee Girls' High School. The work here is more advanced than is ordinaril found in evening classes, but the skilful management displayed i conducting this class calls for special comment.

Aberdeen-shire.

"In Aberdeen District the number of classes has increased. It has bee found impossible, however, to visit more than a fraction of these, hence have no knowledge of the work begun and since carried on at many ne centres.

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"In Aberdeen City the teaching of Cookery is almost universal in elementary schools. Successful classes are also carried on at the Girls' High and Central Higher Grade Schools. A new class has been formed at the Cathedral St. Mary's R.C. School. Aberdeen City.

"Many of the smaller District Boards of the County have not yet risen to the necessity of making provision for this subject. The difficulty of securing a teacher on reasonable terms, combined with want of accommodation, is invariably the cause. In many cases the services of the trained staff teacher have been requisitioned with satisfactory results.

"In Kincardine District the chief centre is Stonehaven Mackie Academy, which is used for most of the pupils under the Board. Kincardine.

"Orkney and Shetland have not yet been visited. Orkney and Shetland.

"Caithness possesses a splendidly equipped centre at Wick Pulteney Academy. The work here gives so much satisfaction that regret is expressed that the classes are not taken advantage of by many more pupils. Caithness.

"In Ross-shire the chief classes are at Dingwall and Invergordon. The class-room of the former is not all that might be desired, but the teaching is of a very satisfactory nature. The work at Invergordon is still young, but with the recently erected class-room and suitable equipment much good work is anticipated. Ross-shire.

"In the County of Sutherland, so far as I am aware, there is no provision for teaching domestic subjects practically in any of its schools. Sutherland.

"The classes carried on in Dundee show much improvement, and are for the most part entrusted to capable and specially qualified instructors. The lessons are of great benefit to the pupils of these schools, many of whom are at an early age called upon to undertake the responsibilities of the home. Dundee.

"The splendid efforts put forth on behalf of half-time pupils are, from a utilitarian point of view, of far-reaching effect. The pupils, often tired and drowsy, are kept alert during demonstration lessons by the singing of a song or other exercise, and the sustained interest and the eagerness to follow each process of the work give sufficient proof of the teacher's success. It seems advisable indeed to dispense with demonstration lessons to these pupils and to devote every available hour to practice. The Cookery rooms attached to Constable and Caldrum Street Centres are very small and in consequence little use is made of the range, and too frequent and exclusive use of the gas stoves. The schemes of work are on the whole good, though in one or two cases too much prominence is given to dishes of the cake order and others similarly needless from a practical point of view. Good work is being done in this town in connection with many of the Voluntary Schools, several new classes having recently adopted this subject as part of the girls' course. Half-time Pupils.

"The newly reconstructed premises at Arbroath now give facilities for carrying on the work with more efficiency. An ordinary kitchen range has displaced the entire use of gas stoves, and the training in this more home-like form of cookery is calculated to be of much service to the girls in whatever circumstances they may afterwards be placed. Arbroath.

"The new range and other improvements at Montrose centre call for special commendation. Montrose.

"The fully and suitable equipped Cookery and Laundry class-rooms at Brechin merit special notice. Brechin.

"In the Forfarshire district, Dundee, Montrose and Brechin were the only centres visited. Dundee classes showed much improvement in the amount of material provided for practice. The numbers in attendance seemed less than in former years, which no doubt contributed to increased efficiency and a more liberal amount of individual effort on the part of the pupils. Montrose and Brechin classes were successfully conducted and were found in good order. Forfarshire District.

Laundry Work.

"Very few classes in this subject were seen during the session. The largest were those of Inverness and Elgin Technical Schools. The pupils of these centres were much interested in the work and produced results Laundry work.

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worthy of a training of much longer duration. The difficulty of getting the work of a lesson completed within the given time is a serious handicap to the success of a laundry class. Working under artificial light is likewise a drawback, and the nature of the work itself, involving as it does manual exertion and constant standing in a hot atmosphere, does not offer sufficient attractions to induce many pupils to undertake it."

Mr. Ewen's report on Technical Instruction in the full sense of the term is so precise, detailed, and closely reasoned that a summary or digest would only do it injustice, and I therefore beg to reproduce it in full:—

Technical work.

"Steady progress continues to be made in the technical work done under the Continuation Class Code in the division. Educational authorities are showing an increased sense of responsibility for this important part of their work, and both teachers and students are finding the value of improved methods of instruction. The gradual improvement in the standard of education in the day school is exercising a beneficial effect on continuation work, but there is still a serious leakage during the period between the end of day school life and the commencement of apprenticeship.

Improvement in standard of education.

Leakage.

"In some industrial centres earnest and successful endeavours are being made to cope with this, but until the larger question which it involves, namely, the effective co-ordination of primary and secondary with technical education, is comprehensively dealt with, this serious leakage will continue to be a disturbing factor in all continuation work. The necessity for having a sound general education as a basis for technical instruction of any description worthy of the name is imperative, and every endeavour should therefore be made to secure it. All pupils should be strongly advised to remain at the day school until at least a reasonable standard of elementary education has been reached, and to continue their studies at evening classes as soon as ever their day school period is over.

Co-ordination.

Necessity for sound general education.

Co-operation of employers.

"Here, again, the co-operation of employers of all kinds will be of the very greatest service, and, indeed, without this the desired end will hardly be obtainable. For, as long as a number of employers are willing to accept boys as apprentices or employees as soon as ever they are free from the obligation to attend school, and sometimes even before it, and are prepared to afford them employment without making any enquiry whatever regarding their educational attainments, a strong incentive is provided for many boys to leave the day school at the earliest possible date, and any direct stimulus to attend regularly and make the most of their opportunities while they are at school is sadly wanting.

Defects of apprenticeship system.

Attendance at Continuation Classes.

"When, in addition, the employer fails to take any interest in the boy's further education, and to afford reasonable opportunities and encouragement for his attending Continuation Classes suitable to his present or future needs, there is grave danger that at a later stage in the boy's career, when the need for some form of technical training becomes insistent, the ability to profit by it may have largely disappeared. He will probably find considerable difficulty in carrying out the simple arithmetical calculations connected with his work, and even in expressing his ideas with clearness, so that he may have to spend much valuable time in laborious efforts to recover the dropped threads of his elementary education. It is largely on account of such deficiencies that so many of the older students, while quite willing to take up what may be termed the trade classes relating to their industry, would fain omit entirely from their studies such other classes of the course as deal with calculation, curve-plotting, geometrical and other drawing, and all that goes to make up that indispensable training in underlying principles, without which technical instruction becomes meaningless and vain.

Training in underlying principles.

Classes for prospective apprentices.

"For boys who leave school at, or soon after, the minimum age, and intend to become technical apprentices at a later stage, it is extremely desirable that their education should be steadily continued without a break. Those who have made sound progress in the primary school and have successfully passed through a good Supplementary Course and

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obtained a Merit Certificate, or have been for two years in an intermediate school, should be able to enter on the first year of a technical or industrial course suited for their present or intended occupation. Certificate of Merit.

"A large number of primary day school pupils, however, never reach this standard, and for them special provision should be made, for it is here that the great leakage occurs. Ordinary classes under Division I. have been of some service, and under freer conditions recently introduced should be still more useful. There is, however, great need in many centres of industry for preparatory technical or industrial courses for apprentices or intending apprentices, solidly founded on the work of the primary school and having a distinctly industrial bearing, but still being sufficiently general in character to form a suitable introduction to technical instruction for the principal industries in the district. Preparatory technical courses.

"Such courses should make provision for instruction in:— Subjects of study.

(*a*) English, including the reading at home and in class of books dealing with different branches of industry or invention, and the study and description in concise and accurate language of simple industrial devices.

(*b*) Free drawing of actual objects—including representations and illustrative sketches of articles described in the English Composition lessons.

(*c*) Workshop arithmetic—including shortened methods of calculation and approximate working.

(*d*) Some form of Handicraft, preferably educational woodwork, allied with drawing to scale and solid geometry.

"Preparatory technical courses of this kind have already been instituted in connection with the Dundee system of Continuation Classes, where they are working very satisfactorily. Their inclusion in the continuation work of other industrial centres, by providing a definite and attainable starting point, should do much to encourage the younger students to continue their studies through the more advanced classes of the courses. They should also be of additional service in bridging over the gulf at present existing between the elementary work of Division I. and the first year of industrial and technical courses. In Dundee. Value of preparatory courses.

"In the case of boys intending to follow out engineering, architecture, commerce, or any other occupation where the power of concise and accurate expression is a matter of first importance, they should endeavour to continue their general education at an intermediate or secondary school until at least the standard of the Intermediate Certificate has been reached. Now that intermediate schools are being established in considerable numbers throughout the kingdom, with the Intermediate Certificate as the crown of their normal curriculum, this standard should not be difficult to reach in the near future. Apprentices with this qualification will be able to join the second year of a technical or other course, and so can carry their studies up to a considerable state of advancement before the completion of their apprenticeship. Intermediate certificate a stepping-stone. Advanced studies.

"At such industrial centres in the division as Inverness, Elgin, Peterhead, Fraserburgh, Huntly, Inverurie, Montrose, Arbroath, Brechin, Forfar, and Broughty Ferry, fairly complete and well correlated systems of Industrial Continuation Classes have been established and are working satisfactorily. In each of the first two of these centres, however, there are two independent authorities carrying on Continuation Classes, and in both cases a certain amount of overlapping, lack of correlation, and consequent loss of efficiency occurs. A consolidation of management in each case would be a distinct educational benefit. At all of these centres courses of experiments in the practical science laboratories form integral parts of the continuation work. The value of including some form of practical or experimental work as an integral part of the general work of each year of an industrial or technical course is now being generally acknowledged, and in a good many cases this is being provided for wherever suitable premises are available. Courses at industrial centres. Experimental work in technical courses.

"In a number of rural districts, notably in Kincardineshire, flourishing classes in woodwork, agriculture, surveying and other subjects suitable for the rural student, are being successfully carried on. These classes are Rural classes.

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Their value. proving of great service to the students by whom they are highly appreciated, as is evidenced by the phenomenally regular attendance. Every encouragement should be given by the authorities to classes of this nature.

Activity of central Institutions. "In the large industrial and commercial centres of Aberdeen and Dundee, where the two central Institutions in the Northern Division are situated, much enterprise and progress have been shown during the year in continuation classwork and technical education generally. Attention has been directed on former occasions to the serious congestion of classes in these two institutions, and the deplorable lack of experimental work in their technical courses, mainly for want of suitable accommodation. Strenuous endeavours are now being made by the authorities in both centres to remedy these somewhat serious defects by the erection of entirely new premises sufficiently extensive for the needs of the communities concerned, and suitably furnished and equipped for practical work in all the necessary branches of industrial and technical education.

Congestion.

Lack of experimental work.

New premises desirable.

Technical College for Aberdeen. "In Aberdeen a large and influential Committee has been formed for the purpose of establishing and carrying on a really efficient technical college for Aberdeen and the whole of the North of Scotland. In furtherance of this scheme, an interesting and valuable report dealing exhaustively with the whole question has been drawn up for the Committee by Mr. Stewart, Headmaster of Robert Gordon's College, and submitted along with a comprehensive and well-arranged series of plans, designed and drawn up by Mr. Allan, Architect to the Aberdeen School Board, providing ample accommodation in spacious workshops, laboratories, and class-rooms, for all the subjects of the proposed curricula for day and evening classes. Such an institution is now urgently required in Aberdeen, and it is hoped that arrangements will be made for its erection at an early date.

Report.

School of Navigation. "The inclusion in the general scheme of a Fisheries Institute and School of Navigation to be erected in the vicinity of Aberdeen Docks, is an eminently sound proposal, and should do much to put this important branch of education in the North of Scotland on a satisfactory footing and to solve a problem of national importance which is daily becoming more urgent.

New Technical Institute in Dundee. "In Dundee, too, matters are progressing rapidly, and the Committee of the Technical Institute there has now in hand the erection and equipment of large and commodious buildings containing a full complement of workshops, studios, class-rooms, and laboratories, suitably furnished and fitted up for purposes of technical instruction in the various industries, crafts and employments in Dundee and the surrounding districts. A suitable site of considerable area has been secured in a much more central and convenient situation than the present Institute, and it is confidently hoped that the proposed new central Institution will be proceeded with at the earliest possible moment.

Site.

"The need for a new Technical Institute in Dundee is a very pressing one, the present buildings being totally inadequate to meet the growing demands for rational technical instruction. Much has already been done to relieve the congestion by the arrangement come to last year with the Dundee School Board, whereby the greater part of the more elementary work formerly done in the Technical Institute is now transferred to the continuation classes under the School Board, thus freeing the Institute to fulfil more fully its proper function of providing the more advanced instruction which only a Central Institution can adequately supply. A still closer correlation is desirable between the two authorities whose spheres of influence are clearly enough defined. The publication of a joint syllabus, showing clearly the unity of the whole system of technical and industrial education in the district, and a strong measure of concerted support from the various employers in town, would do yeoman service in the cause of technical education and industrial progress in Dundee and its neighbourhood."

Correlation with School Board Classes

Function of a Central Institution.

Perhaps it may not be amiss to add one or two observations suggested by my own personal experience. There can, in the first place, be little doubt that the more distinctly utilitarian subjects, that is, those which have a direct bearing upon the future occupations of the pupils such as Book-keeping, Shorthand,

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Science and Art Subjects, &c., are highly appreciated, and are taught with conspicuous success. The pupils, also, coming to these classes with definite practical aims, are earnest, attentive, and industrious. This favourable verdict applies to the distinctively feminine subjects, such as Cookery and Dressmaking. As already indicated, however, there is sometimes a danger of teaching Dressmaking more with reference to the immediate personal requirements of the pupils than to the general principles of the subject. As regards Cookery also, one sometimes sees middle-aged ladies, in good circumstances, availing themselves of the instruction given, or sending their domestic servants to the class; occasionally, no doubt, from a kindly personal interest in the future welfare of their servants; but perhaps more frequently to relieve themselves of the trouble of training these young women or of making them more efficient in the domestic sphere.

As regards those subjects which are not of a technical character, such as English, Elementary Arithmetic, Geography, &c., there is, in my opinion, a tendency to make the Continuation Class a mere replica of the day school in such subjects. This tendency is no doubt encouraged by the serious leakage of knowledge and loss of expertness, which so generally result from the cessation of attendance at school; but young lads and young women naturally find it humiliating to be reduced once more to the condition of school children; they have become more self-conscious, their ignorance or blundering wounds their self-esteem, and they are little likely to be attracted by a course of teaching which presents no novel features. It is precisely those most accessible to such impressions whom we desire to take advantage of the Continuation Class; and a ju licious teacher will endeavour to adapt the character of the instruction to such pupils. In English, for example, interesting reading-matter will be chosen; the teacher will himself frequently read passages aloud in a lively and expressive way, will make appropriate comments, supply necessary explanations, and so inspire his pupils with a love of reading, and an appreciation of good literature. Such a result can quite well be achieved without expecting or requiring the pupils to be "word-perfect" in their reading, just as a student of French or German may understand a passage, and be conscious of its beauty, even though here and there an unfamiliar word may not yield to his mind its full meaning or suggestiveness. In most cases the teaching of Arithmetic in the Continuation Class is practical, and deals with concrete applications in themselves both useful and interesting; but one sometimes sees on the blackboard clots of vulgar fractions proposed for solution, or questions in compound proportion involving relations and conceptions totally alien to ordinary human experience. Mental Arithmetic also does not receive the requisite amount of attention. In the teaching of Geography we have generally the same dreary round of map-study; and even in commercial Geography the enumeration of natural products is rarely combined with pictorial representations of these products in their uncommercial form, or with the physiographical conditions involved in their provenance and

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growth. Why should not Geography in the Continuation Class be largely taught by means of the magic lantern? The expense would not be serious, and such a method would invest the subject with an attraction which would have a most favourable effect upon the influx of pupils. In the more technical group of subjects special difficulty attends the teaching of Commercial Correspondence in French or German. It is not unfrequently found that the pupils have so meagre a knowledge of grammar that they are unable to express correctly details or operations which deviate to some extent from the *clichés* which they have acquired; and probably this subject is most likely to be profitably taught in stages, except in cases where the pupils already possess a good grammatical knowledge of the language in question. The success of the "utilitarian" subjects is, without a doubt, a matter for profound satisfaction, as affecting the welfare and efficiency of the future clerk or artisan; but one would like to see developed to a much larger extent the disinterested love of knowledge and the desire for mental improvement for which there is ample scope in the Code. Man does not live by bread alone, and the cultivation of the moral and æsthetic feelings need not be excluded from the Continuation School. In this connection the teaching of Singing may be mentioned. When it is taught—and the cases are unfortunately few—the refining influence which it imparts and the enthusiasm which it excites have been cheeringly manifest.

Some concluding remarks fall to be made regarding the work done by Central Institutions in connection with Science and Art classes.

1. Gordon's College and Gray's School of Art, Aberdeen.

In this institution both Day and Evening classes are held. In terms of the agreement made in June, 1903, Elementary classes in Commerce, Science, and Art are provided for in the Board Schools; Intermediate classes are conducted in Gordon's College, the High School for Girls and the new Higher Grade School, for all of which the School Board has undertaken responsibility; while the Governors of Gordon's College, as managers of the Central Institution, are responsible for the advanced stages of Literature, Commerce, Science, and Art. The Evening classes fall into three well-defined groups: Commercial Courses, Industrial Courses, and courses in pure Art. During last session there have been 228 students in the first group, 577 in the second, and 167 in the third. In the Commercial Courses some improvements have been effected by a closer adaptation to mercantile requirements in the subjects of French and German, by an increase of the time given to Accounting, by a more effective subdivision of the Shorthand classes, and by the provision of instruction in Commercial Law by means of professorial lectures.

Commercial Courses.

Industrial Courses.

The Industrial Courses have suffered from the prevailing industrial depression, especially as regards the classes related to the building and allied trades. Nevertheless, there has been development in the subject of Building Construction, in the course for

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Civil Engineers, and in the teaching of Chemistry, with highly beneficial results. The success of the several courses in connection with this institution has given impetus to the demand for a Technical College in Aberdeen to meet the requirements in the North of Scotland. Such a College would provide the much-needed accommodation for Evening classes, particularly as regards laboratory practice and research. But while these external and material conditions will in all probability be ere long realised, the requisite arrangements for such a degree of preliminary educational attainments on the part of students as will enable them to profit by the advanced instruction contemplated will demand the organisation of appropriate instruction in the Day and Continuation Schools according to some well-graded scheme. I may refer, by way of illustration, to the arrangements made with this view by the Dundee School Board, and already explained in an earlier part of this Report.

Need for a Technical College.

2. Aberdeen and North of Scotland College of Agriculture.

The constitution, aims, and operations of this College have been fully stated in last year's blue-book, pp. 768–771, and it is only necessary to indicate the progress and development of the work in this important institution. As regards the Day classes which provide for instruction in all the practical details and theoretical principles of Agriculture, there were during last session 435 enrolments and 43 students, as compared with 131 enrolments and 34 students during the previous session. As a result, 6 students took the degree of B.Sc. (Agriculture), 2 students took the diploma in Agriculture, and 2 students passed the examination for the National Diploma in Agriculture. This year, for the first time since the establishment of the College, a month's course of practical instruction for those engaged in farming has been instituted. This course was attended by 125 students, and, as an indication of the interest they took in their work, they formed themselves into an association, termed, "The North of Scotland Agricultural College Students' Association."

Day Classes.

Farmers' Course.

During the session an Evening class for Agricultural Chemistry was held two evenings a week, and was attended by 22 students. The extension lectures have numbered 822, as compared with 488 during the previous session, and these lectures were attended by 35,371 persons, as compared with 23,512 during the previous session. A very interesting development of the lectures and field demonstrations organised by the governors has been the inclusion of the Crofter districts within the sphere of operations. Practical demonstrations also in stock-judging, carried out by means of Saturday excursions to breeding establishments, have supplemented and given effect to the theoretical instruction imparted in the class-room. The College also exercises advisory functions, which are steadily embracing a wider range and are being increasingly appreciated.

Agricultural Chemistry.

Extension Lectures.

Stock-judging.

Advisory functions.

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3. Technical Institute, Dundee.

The students attending this institution number this session 1,021, or 17 more than in the former session. Nearly one-half of these students have taken engineering, one-fourth are engaged in building trades, 150 are from the jute mills, and the remainder consists of art students, druggists, naval architects, telegraphists, etc. There is a four years' course in Engineering, and 100 students have attended electrical classes, while 40 students have received instruction in the mechanical details of electrical installation; owing, however, to want of accommodation, no dynamos are in use. The courses for the building trade are somewhat general in their scope in consequence of the diversity of the trades represented, but after the first year the students are taught in groups for the greater specialisation of the instruction. Art is taught only in its applied forms, and there are no classes for painting or sculpture. The usefulness of this institution is greatly hampered by totally inadequate accommodation and an imperfect supply of apparatus for electrical engineering. It is hoped that these defects may soon be rectified, and if this were done, and the institution placed upon a proper basis of complete equipment, its importance and usefulness would be increased by its independent granting of diplomas to successful students.

Engineering Courses.

Courses for the Building Trades.

Lack of accommodation, etc.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

G. DUNN.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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CONTINUATION CLASSES.

SESSION 1905–1906.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading, spelling and composition; Arithmetic, and one or more of the following:—Drawing, History, Geography, Nature Knowledge: and for girls, Needlework, Cookery, Laundry Work.

DIVISION II.

Symbols used in Table 1 (page 774), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD A.		SUBHEAD B.	
English	e.	Latin	l.
Geography	g.		
History	h.		
Life and Duties of the Citizen	c.		
Literature	l.		
Political Economy	p.		
		SUBHEAD C.	
		Book-keeping	b.
		Business Procedure	p.
		Commercial Arithmetic	a.
		Commercial Correspondence	c.
SUBHEAD B.		Commercial French	f.
		Commercial Geography	g.
French	f.	Commercial German	gn.
Gaelic	ga.	Handwriting	w.
German	g.	Shorthand	s.
Greek	gr.	Typewriting	t.

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DIVISION II—*continued.*

Subject.	Symbol.
SUBHEAD D.	
Art	a.
Art (Pupil Teachers' Course)	a(*p.t.*)
SUBHEAD E.	
Algebra	a.
Dynamics or Mechanics	d.
Geometry	g.
Mathematics	m.
Mensuration	mn.
SUBHEAD F.	
Botany	b.
Chemistry	c.
Experimental Science	s.
Experimental Science (Pupil Teachers' Course)	s(*p.t.*)
Hygiene	h.
Magnetism and Electricity	m.
Metallurgy	me.
Nature Knowledge	n.
Physics	p.
Physiography	pg.
Physiology	pl.
Zoology	z.
SUBHEAD G (a).	
Mechanical Drawing	d.
Practical Geometry	g.
Practical Mathematics	m.
Technical Arithmetic	a.

Subject.	Symbol.
SUBHEAD G (b).	
Agriculture	ag.
Applied Mechanics	me.
Boilermaking	b.
Bookbinding	bb.
Brickwork and Masonry	br.
Building Construction	bc.
Electrical Industries	el.
Engineering	e.
Horticulture	h.
Machine Construction	mc.
Mining	mi.
Nautical Astronomy	as.
Naval Architecture	na.
Navigation	n.
Plumbing	p.
Shoemaking	sh.
Spinning	sp.
Statics	st.
Steam	s.
Surveying	su.
Typography	t.
Weaving	w.
SUBHEAD H.	
Ambulance	a.
Breadmaking	b.
Cardboard Modelling	cm.
Cookery	c.
Dressmaking	d.
Household or Domestic Economy	e.
Ironwork or Metalwork	i.
Laundrywork	l.
Millinery	m.
Needlework	n.
Sick Nursing	s.
Tailor Cutting	t.
Woodwork	w.

DIVISION III.

Course.	Symbol.
Art	a.
Commercial	c.
Domestic	d.
English	e.
Industrial	i.
Language	l.
Mathematical	m.
Science	s.

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DIVISION IV.

Subject.	Symbol.	Subject.	Symbol.
Elocution	e.	Physical Exercises	p.
Music	m.	Swimming	sw.
Photography	ph.	Woodcarving	wc.

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TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1905-6.

* Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	†Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.																		
ABERDEEN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. ..	.	..	6,047 4 1	6,489 16 9	442 12 8	4,585 8 1	..	..	..	1,511 16 0
Broomhill	49	63	..	..	..	..	112	H.c,d,m,n.										
Causewayend	87	178	..	..	..	..	265	H.c,d,m,n.										
Central	..	479	354	241	..	..	840	D.a (*p.t.*). F.s (*p.t.*)	c.									
Central Constabulary ..	26	21	..	..	..	..	47	A.e,g. C.a.										
Ferryhill	..	197	..	..	..	..	197	A.e. C.a,b,s. D.a. E.mn. G.a,g,m. H.w.										
Frederick Street	52	116	..	..	..	..	168	H.c,d,m,n.										
Gordon's College and Gray's School of Art	..	60	492	252	..	..	804	.. ..	i,s.									
Grammar School	..	547	..	..	..	60	547	A.e,p. B.f,g. C.a,b,c,s. D.a. E.a,mn. G.a,g,m. H.w.		p.								
High School for Girls ..	..	728	..	..	..	17	745	H.c,d,l,m,n,s.		m.								
King Street	..	229	..	..	..	40	229	A.e.C.a,b,s.D.a.E.mn.G.a,g,m. H.w.		p.								
Kittybrewster	..	127	..	..	..	..	127	A.e.C.a,b,s.D.a.E.mn.G.a,g,m. H.w.										
Rosemount	102	162	..	..	..	..	264	H.c,d,m,n.										
St. Paul Street	..	229	..	..	..	21	236	A.e.C.a,b,s.D.a.E.mn.G.a,g,m.H.w.		ph.								
Skene Square	63	73	..	..	..	..	136	H.c,d,m,n.										
Walker Road	54	82	..	..	..	..	136	H.d,m,n,w.										
Woodside	66	55	..	..	..	..	121	H.c,d,m,n.										
Navigation School	..	90	..	..	..	..	90	G.n.	..	..	377 18 5	550 10 5	121 0 0	281 13 10	200 0 0	..	7 17 2½	..
ABOYNE AND GLEN TANAR S.B.	..	..	..	..	..	..	..	.. ..	..	..	16 14 9	16 14 9	..	10 2 3	..	..	..	6 12 6
Glen Tanar	..	23	..	..	..	..	23	C.a,b,w.										
BELHELVIE S.B.	..	..	..	..	..	..	..	.. ..	..	..	14 16 6	16 1 6	1 5 0	4 12 8	..	..	..	10 8 10
Balmedie	10	..	..	..	..	..	10											
CLATT S.B.	..	..	..	..	..	..	..	.. ..	..	..	10 10 0	10 10 0	..	6 14 7	..	..	..	3 15 5
Clatt	..	14	..	..	..	..	14	C.a,c. E.mn.										

CRATHIE and BRAEMAR S.B.	..	..	..	..	..	..	..	..																
Braemar	..	61	..	..	..	..	61	H.a.																
Braemar (Local Committee)	..	10	..	..	..	..	10	B.ga.																
Inverey " "	..	16	..	..	..	..	16	B.ga.																
									..	..	£24	3	0	£24	3	0	..	£3	19	4	£4	8	9	..	£15	14	11	..		
DRUMBLADE S.B.	..	..	..	..	..	..	..	..																
Drumblade	..	44	..	..	..	..	44	A.c,e. C.a,b,w. H.n.	..	..	26	3	8	28	14	8	..	19	12	9	..		..	..	9	1	11
DYCE S.B.	..	..	..	..	..	..	..	..																
Dyce Village	..	19	..	..	..	..	19	C.a,b,g.	..	..	21	0	0	21	0	0	..	11	16	11	5	0	0	..	..	9	3	1
ELLON S.B.	..	..	..	..	..	..	..	..																
Berefold	19	..	..	..	..	..	19																	
Drumwhindle	..	16	..	..	..	..	16	D.a, E.mn.																
Ellon	..	63	..	..	..	..	63	C.a,b,c,s. D.a. G.bc. H.w.	..	..	88	18	8	125	9	2	11	7	6	44	4	7	41	19	10	..	..	27	17	3
FORGUE S.B.	..	..	..	..	..	..	..	..																
Largue	..	26	..	..	..	..	26	C.a,b.	..	..	16	4	8	16	4	8	..	8	17	1	5	0	0	..	..	2	7	7
FRASERBURGH S.B.	..	..	..	..	..	..	..	..																
Academy	..	19	..	..	..	..	19	G.bc,m,mc,s.																
Dalrymple Café	..	26	..	..	..	..	26	D.a.																
Fraserburgh	34	53	..	..	..	..	87	B.g. C.b,s. H.n.	..	..	148	5	2	200	1	1	45	1	6	89	12	6	32	0	0	..	..	33	7	1
GLENBUCKET S.B.	..	..	..	..	..	..	..	..																
Glenbucket	24	19	..	..	..	..	43	G.a,g.	..	..	16	10	8	17	5	8	0	15	0	10	2	5	..			..	..	6	8	3
HUNTLY S.B.	..	..	..	..	..	..	..	..																
Gordon	..	68	..	..	..	..	68	A.e. C.a,b,s. D.a. G.a,m.	..	..	81	7	4	86	2	4	4	15	0	38	8	5	16	5	0	..	..	26	13	11
INSCH S.B	..	..	..	..	..	..	..	..																
Insch	..	47	..	..	..	..	47	C.a,b,c. H.c.	..	..	31	8	4	46	8	4	..	15	5	0	..			..	..	31	3	4
INVERURIE S.B.	..	..	..	..	..	..	..	..																
Inverurie .. .. :	..	122	24	15	10	..	171	C.a,b,s. G.bc,g. H.d.	..	f,m.	280	5	0	289	5	0	9	0	0	204	3	5	50	0	0§	..	..	..		
KING EDWARD S.B.	..	..	..	..	..	..	..	..																
Fishery	..	25	..	..	..	..	25	C.a,b. E.mn.	..	..	13	14	6	13	14	6	..	10	5	10	10	0	0	.	..	..		
KININMONTH S.B.	..	..	..	..	..	..	..	..																
Kininmonth	..	14	..	..	..	..	14	C.a,c,g,w.	..	..	11	8	4	11	8	4	.	5	3	3	..			..	..	6	5	1
LONMAY S.B.	..	..	..	..	..	..	..	..																
Lonmay	..	19	..	..	..	..	19	A.e. C.a.	..	..	17	16	0	17	16	0	..	11	12	2	..			..	..	6	3	10
NEW BYTH S.B.	..	..	..	..	..	..	..	..																
Crudle	26	..	..	..	..	..	26		..	..	13	4	0	13	4	0	..	9	13	0	..			..	..	3	6	0

* The names of Classes not under the management of School Boards have been printed a little to the left in the first column of the Table. Classes have been grouped under the various School Board Districts and under their respective managements. The letters S.B. have been used to denote School Board management.

† The small letter denotes the subject (Divisions II. and IV.) or the type of course (Division III.), and the capital letter the Subhead of Article 14 under which the subject has been grouped.

‡ This is a Credit Balance brought forward from Session 1904–5.

§ Estimate.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
			Division III.										Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.							Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*																		
Newhills S.B.	..	..	..	..	..	..	..	..	..	..	98 4 7	103 4 7	5 0 0	57 13 2	17 1 6	..	..	23 9 11
Bucksburn	50	87	..	..	..	19	138	C.b,c. H. d.	w.	m.								
Peterculter S.B.	..	..	..	..	..	..	..	..	..	..	188 2 10	218 4 5	19 6 4	109 1 11	46 10 0	..	..	43 6 2
Craigton	..	179	..	..	..	..	179	A.e. B.f. C.a,b,s. H.a,d,m,s.										
Cults	..	71	..	..	..	..	71	B.f,g. H.a,d,m,s.										
Peterhead (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	402 12 9	484 12 3	81 19 6	301 19 7	37 9 3	60 0 0	2 11 8*	0 12 3
Academy	25	199	30	23	..	23	300	A.e,g. C.a,b,c,s. D.a (*p.t.*). F.s (*p.t.*). G.bc,g,m,me. H.c,l.	a,c,i.	p.								
Strathdon S.B.	..	..	..	..	..	..	..	..	..	..	13 11 4	13 11 4	..	10 3 6	..	..	..	3 7 10
Corgarff	22	16	..	..	..	..	38	E.m.										
Strichen S.B.	..	..	..	..	..	..	..	..	..	..	18 9 10	20 19 10	2 10 0	4 16 3	5 0 0	..	..	8 13 7
Strichen	..	9	..	..	..	..	9	D.a.										
Turriff S.B.	..	..	..	..	..	..	..	..	..	..	47 5 3	54 5 3	7 0 0	21 11 7	8 0 0	..	..	17 13 8
Turriff	..	31	..	..	..	33	45	C.b,s. E.m. F.c.		p.								
ARGYLL.																		
Campbeltown (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	168 12 9	192 2 4	11 4 6	108 12 6	.	..	..	72 5 4
Grammar School	.	106	..	..	..	..	106	C.b,s. F.c,p. H.a,c,w										
Milknowe	55	..	..	..	..	..	55											
Campbeltown (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	58 6 4	63 9 1	5 2 9	27 15 2	13 10 0	..	9 9 8*	7 11 6
Drumlemble	7	12	..	..	..	..	19	A.e. C.a. D.a. E.mn.										
Kilmichael	..	16	..	..	..	..	16	H.c.										
Peninver	..	15	..	..	..	..	15	H.c.										

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DUNOON AND KILMUN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	480	1	5	520	1	5	40	0	0	818	14	1	72	14	0	..	..	98	18	4
Grammar School	..	..	28	396	..	..	..	40	480	A.e. B.f,ga. C.a,b,s. D.a. F.h. G.bc. H.a,c,d,n.	..	..	m.																				
Sandbank	..	..	..	..	67	..	..	..	16	67	C.a,b,s. F.h. G.a,d. H.a,d,n.	..	..	p.																		
JURA S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46	11	6	46	11	6	..		32	17	7	.			..	.	13	13	11
Knockrome	..	..	..	..	9	..	..	..	..	9	A.e. C.a.																						
Small Isles	..	..	..	..	7	..	..	..	..	7	C.a,b.																						
KILCHOMAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	32	10	0	32	15	6	0	5	6	20	10	0	..		..	..	12	0	0
Portnahaven	..	..	..	..	23	..	..	..	..	23																							
KILFINAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	.	52	0	6	52	0	6	..		36	8	0	..			..	.	15	17	6
Millhouse	..	..	..	..	19	..	..	..	..	19	A.e,h,l. C.a. E.mn.																						
Tighnabruaich	..	..	..	..	32	..	..	..	..	32	A.e,g. C.a,w.																						
KILFINICHEN AND KILVICKEON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	.	..	19	1	9	19	1	9	..		16	14	0	..			..	..	2	7	9
Iona	..	..	..	..	31	..	..	..	..	31	..	..	..	m.																			
KILMARTIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28	0	7	30	8	7	2	8	0	18	5	0	9	15	7	..	..	..		
Kilmartin	..	..	..	..	15	..	..	..	..	15	D.n,s(*p.t.*) H.w																						
KILNINIAN AND KILMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23	0	0	23	0	0	..		9	2	10	..			..	.	13	17	2
Morinish	..	..	..	15	..	..	..	..	..	15																							
LISMORE AND APPIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	13	7	33	13	7	..		25	13	9	..			..	..	7	19	10
Ballachulish	..	..	..	4	27	..	..	..	..	31	C.a,c,w. E.g,mn. H.n.																						
South Ballachulish, St John's Episcopal School	..		11	48	..	..	..	..	..	59	C.a,c,w. D.a. E.m. H.d,n.	..	..	..	61	19	7	61	19	7	.		17	1	5	..			..	44	18	2	.	
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	59	16	7	66	11	4	1	15	0	39	9	11	20	0	0	..	..	5	6	5
Ardrishaig	..	..	..	..	19	..	..	..	..	19	H.n.																						
Lochgilphead	..	..	..	..	28	..	..	..	29	40	C.a,s. H.n.			wc.																			
LOCHGOILHEAD AND KILMORICH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	11	1	15	5	1	0	15	0	5	6	0	6	0	0	..	..	3	4	1
Kilmorich	..	..	..	26	..	..	..	..	..	26	H.a.																						
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	123	15	9	128	9	5	..		51	7	7	..			..	..	77	1	10
High School	..	.	..	32	74	..	..	..	..	106	B.ga. C.a,b,s,t. D.a. H.c.																						
SOUTHEND S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	4	8	13	4	8	..			6	0	..			..	..	6	18	8
Southend	..	..	..	9	..	..	..	..	..	9																							
SOUTH KNAPDALE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19	15	6	19	15	6	..		10	12	0	..			..	..	9	3	6
Kilberry	..	..	.	16	..	..	..	..	..	16																							

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL—*contd.*																		
STRACHUR AND STRALACHLAN S.B.	..	..	..	..	..	..	..	..	..	..	51 4 8	54 16 2	..	29 13 7	..	..	..	25 2 7
Poll	..	16	..	..	..	..	16	H.d.										
Strachur	..	31	..	..	..	..	31	B.ga. H.l.										
Stralachlan	..	8	..	..	..	..	8	H.l.										
TARBERT S.B.	..	..	..	..	..	..	..	..	..	..	90 0 0	90 0 0	..	19 10 4	..	..	..	70 9 8
Tarbert	..	30	..	..	..	..	30	..	c,l.									
TOROSAY S.B.	..	..	..	..	..	..	..	..	..	..	22 9 2	22 9 2	..	19 13 0	..	..	..	2 16 2
Lochdonhead	..	16	7	..	..	18	23	A.e,g,h. C.a,w. E.a.		m.								
TYREE S.B.	..	..	..	..	..	..	..	..	..	..	43 18 8	49 3 8	..	38 8 10	..	..	..	10 14 10
Ruaig	..	23	20	..	..	..	23	G.n.										
Scarnish	..	24	..	..	..	..	24											
AYR.																		
ARDROSSAN S.B.	..	..	..	..	..	..	..	..	..	..	765 9 8	891 16 0	62 1 6	503 11 7	185 6 0	.	149 9 4*	..
Academy	..	47	304	23	..	..	26	366	A.e,l. B.f. C.a,b,s,t. D.a(p.t.). F.m. G.mc,me. H.a,c,d,m,s.	l.	m,p.							
Saltcoats	..	12	90	..	..	..	..	102	H.d,m,n									
Winton	..	..	66	..	..	..	..	66	H.n.									
AUCHINLECH.																		
Auchinleck (County Council)	..	11	8	17	18	..	54	..	l.	..	*See* under Ayr County Technical Education Committee.							
AYR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	1,266 9 11	1,412 17 10	140 11 8	948 7 4	196 6 6	..	..	127 12 9
Academy	..	388	41	18	3	46	496	B.f,g,l. C.a,b,c,s,t. D.a,s(p.t.). E.mn F.b,c,m. G.a,bc,g,m,me,na. H.a,c,d,m,n.	c.l.	p,wc.								

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Russell Street	115	218	..	..	..	12	336	C.a,b,s. D.s. E.s,mn. G.a,d,g. H.d,n,t.		m.																				
Smith's Institution (County Council)	..	20	59	28	21	..	128	.. .. ..	i.	..	*See* under Ayr County Technical Education																			
AYR COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	.. .. ..	..	..	439	4	8	472	12	2	33	7	6	329	8	6	109	16	2	..	..	..			
Auchinlech	..	11	8	17	18	..	54	.. ..	i.																					
Ayr (Burgh) Smith's Institution	..	20	59	28	21	..	128	.. ..	i.																					
Muirkirk, Furnace Road ..	..	3	9	1	8	..	21	.. ..	i.																					
New Cumnock, Bank	..	5	9	2	5	..	21	.. .	i.																					
Straiton, Patna	..	4	16	4	6	..	30	.. ..	i.																					
Tarbolton, Annbank	..	1	12	9	6	..	28	.. ..	i.																					
BEITH S.B.	..	..	..	..	..	..	..	.. ..	..	..	240	0	9	244	13	3	4	12	6	180	0	7	30	0	1	..	..	30	0	1
Academy	52	143	13	15	..	..	223	C.a,b,s. D,s. F.pg. H.e,d.	a.																					
Gateside	..	40	..	..	..	..	40	D.s. H.d.																						
COYLTON S.B.	..	..	..	..	..	..	.	.. ..	..	..	47	0	0	47	0	0	..			20	11	2	13	4	5	..	..	13	4	5
Coylton	19	..	..	..	..	..	19																							
Littlemill	25	..	..	..	..	..	25																							
DAILLY S.B.	..	..	..	..	..	..	..	.. ..	..	..	34	7	7	34	7	7	..			15	7	10	9	9	10	..	..	9	9	11
Dailly	26	18	..	..	..	..	44	E mn.																						
DALMELLINGTON S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	35	7	1	37	4	7	1	17	6	26	10	4	4	8	4	..	..	4	8	5
Benwhat	..	34	..	..	..	..	34	A.e. D.s. E.s. G.s.																						
Dalmellington Roman Catholic	50	..	..	..	..	50	50	.. ..		m,p.	52	15	0	57	0	0	..			39	11	3	..			..	17	8	9	..	
DALRY S.B.	..	..	..	..	..	..	..	.. .	.	..	106	18	7	125	4	7	11	10	11	80	3	11	13	7	4	..	..	20	2	5
Dalry	45	74	..	..	..	..	119	F.c. G.bc. H.c. ..																						
DREGHORN S.B.	..	..	..	..	..	..	..	.. ..	..	..	149	6	11	157	3	7	1	6	0	109	0	8	23	8	5	..	..	23	8	6
Dreghorn	91	..	..	..	..	..	91																							
Springside	63	..	..	..	..	..	63																							
DUNDONALD S.B.	..	..	..	..	..	..	..	.. ..	..	..	176	7	10	186	18	9	4	2	6	101	17	11	60	0	0	..	..	20	18	4
Troon, Portland	46	81	..	..	..	..	127	B.f. C.a,b,s,t. E.mn. G.a,bc,d,m. H.c,m,n.																						
GALSTON S.B.	..	..	..	..	..	..	..	.. ..	..	..	265	6	11	270	6	11	5	0	0	193	11	9	35	7	7	..	..	36	7	7
Galston	121	148	..	..	..	..	269	C.a,b,s. D.s. E.m. G.bc,mc,me. H.c,d,n.																						
IRVINE (BURGH) S.B.	..	..	..	..	..	.	..	.. ..	..	..	767	7	10	825	5	10	57	18	0	512	15	1	131	0	7	..	..	123	12	2
Royal Academy	104	348	33	16	..	31	501	A.e. B.f,g. C.a,s,t. D.s,a(*p.t.*). F.s(*p.t.*). H.c,d,l,m,n.	i.	e,p.																				
IRVINE (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	23	15	6	24	5	6	0	10	0	14	0	4	4	18	7	..	..	4	16	7
Annick Lodge	26	..	..	..	..	..	26																							
KILBIRNIE S.B.	..	..	..	..	..	..	..	.. ..	..	..	207	18	9	210	8	9	2	15	0	155	15	4	25	19	2	..	..	25	19	3
Glengarnock	..	84	..	..	..	..	84	E.m. G.d. H.n.																						
Ladyland	68	103	..	..	..	..	171	E.m. H.n.																						

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR—*contd.*																		
Kilmarnock (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,824 6 5	2,055 9 11	218 3 6	1,368 4 10	319 2 5	..	..	149 19 2
Academy	..	444	88	41	3	40	611	B.l. C.a,b,c,s,t. E.m. F.c,p. G.a,el, p,sh. H.b,c,d,l.	c,l,l,s.	p.								
Bentinck	64	52	..	..	..	..	116	H.d,n.										
Dundonald Road Grammar School	..	31	..	..	..	..	31	C.w, E.m. G.a,d.								..		
Hamilton	48	51	..	..	..	..	99	G.m. H.d.										
High Street	27	..	..	..	..	..	27											
Loanhead	80	174	..	..	..	..	254	C.a,b,s. H.c,d,n.										
Science and Art School	..	98	44	46	10	..	198	D.a. G.bc,mc,me,s. H.t.	a,l.									
Kilmaurs S.B.	..	..	..	..	..	..	..	..	..	..	135 17 4	135 17 4	..	91 9 6	22 3 11	..	..	22 3 11
Crosshouse	..	85	..	..	..	..	85											
Kilmaurs	..	96	31	..	..	..	127	H.n.										
Kilwinning S.B.	..	..	..	..	..	..	..	..	..	..	95 17 6	111 2 11	3 0 6	58 2 2	..	..	..	50 0 3
Kilwinning	..	86	34	..	..	41	152	D.a(*p.t.*), H.c,d.		m.								
Loudoun S.B.	..	..	..	..	..	..	..	..	..	..	264 0 6	291 10 0	5 19 6	136 13 2	56 8 2	..	..	96 9 2
Darvel	..	62	..	..	..	..	82	B.f. C.a. E.mn. G.d. H.d.										
Newmilns	..	155	..	..	..	..	205	A.e. B.f. C.a. E.mn. G.d. H.a,d.										
Newmilns, Lady Flora's	..	71	..	..	..	..	71	Hn.	..	..	36 7 0	36 7 0	..	27 5 3	4 10 10	4 10 11	..	..
Mauchline S.B.	..	..	..	..	..	..	..	..	..	..	41 8 10	42 8 10	1 0 0	31 1 7	5 3 7	..	..	5 3 8
Mauchline	28	46	..	..	..	..	74	C.a. E.mn. H.m.										
Maybole and Maybole West Church S.B.	..	..	..	..	..	..	..	..	..	..	270 10 4	278 15 4	3 5 0	172 6 7	53 12 10	..	16 3 8*	29 2 3
Cairn	55	112	..	..	..	17	167	A.e. C.a,b,c,s,t. H.a,n.		p.								
Carrick Academy	..	56	..	..	..	..	56	D.a, a(*pt.*). G.a,bc,d,sh.										
Fisherton	25	37	..	..	..	..	62	C.a,b. H.n.										

MUIRKIRK S.B.																													
Furnace Road			68	99					167	A.e. D.a. E.m. H.d.				209	1	9	230	12	3	22	3	4	144	17	10	34	15	6			34	15	7
Glenbuck			15	67					82	A.c,e. E.m. H.d.																			
Furnace Road (County Council)				3	9	1	8		21		i.				*See* under Ayr				County			Technical			Education Committee.				
NEW CUMNOCK S.B.														133	9	3	134	19	3	1	10	0	87	19	11	37	14	8			37	14	8
Bank			54						54																				
Dalleagles			14						14																				
New Cumnock			26	17					43	H.n.																			
Bank (County Council)				5	9	2	5		21		i.				*See* under Ayr				County			Technical			Education Committee.				
OLD CUMNOCK S.B.														70	17	9	83	2	9	12	5	0	35	18	11	34	16	9			0	7	1
Old Cumnock				96					96	D.a. E.g. G.a,d. H.d.																			
RICCARTON S.B.														207	1	9	208	11	9	1	10	0	155	6	4	25	17	8			25	17	9
Hurlford			88	95					183	C.a. E.m. H.n.																			
Riccarton				35					35	G.bc.																			
SORN S.B.														104	18	5	109	18	5		..		61	16	1	21	11	2			26	11	2
Catrine			56	49					100	H.d.																			
STAIR S.B.														26	10	7	26	10	7		..		19	17	11	3	6	4			3	6	4
Stair			34						34																				
STEVENSTON S.B.														240	8	7	249	1	1	8	12	6	180	6	5	30	1	1			30	1	1
Kyleshill			22	44					66	C.b,s. H.n.																			
Stevenston			46	154					200	C.b,s,t. E.m. G.mc. H.n.																			
STEWARTON S.B.														87	19	6	96	16	10	8	17	4	58	7	11	7	10	0			32	1	7
Stewarton			59	29					88	G.bc,d,m. H.d.																			
STRATTON.																													
Patna (County Council)				4	16	4	6		30		i.				*See* under Ayr				County			Technical			Education Committee.				
TARBOLTON S.B.														83	1	3	83	11	3		..		45	15	4	13	2	8			19	13	9
New Annbank			43						43																				
Tarbolton			9	26					35	H.d.																			
Annbank (County Council)				1	12	9	6		28		i.				*See* under Ayr				County			Technical			Education Committee.				
WEST KILBRIDE S.B.														32	1	10	39	4	4	7	2	6	23	13	7	5	11	8			2	16	7
West Kilbride				50					50	A.e. C,a,s. E.mn. G.d. H.c.																			
BANFF.																													
ALVAH S.B.														27	18	6	27	18	6		..		20	18	10	..					6	19	8
Alvah				12					12	A.e. C.a,b. E.mn.																			
Linhead				22					22	C.b. E.mn.																			

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 53 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF—*contd.*																		
Banff (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	73 8 6	78 18 6	5 10 0	36 5 3	.	..	..	37 3 3
Academy	..	56	..	..	..	..	56	C.a,b,s. D.s(*p.t.*) F.c. G.mc.										
Boharm S.B.	..	..	..	..	..	..	..	.	..	..	12 0 7	12 0 7	..	9 0 5	..	..	..	3 0 2
Maggieknockater	..	33	..	..	..	..	33											
Botriphnie S.B.	..	..	..	..	..	..	..	..	..	..	28 10 3	28 10 3	..	17 16 4	..	..	..	10 13 11
Botriphnie	..	37	37	..	..	..	37	C.c. E.mn. G.ag.										
Cullen S.B.	..	..	..	..	..	..	..	..	..	.	26 9 6	27 12 11	0 15 0	15 13 7	..	..	..	11 4 4
Cullen	..	..	48	..	..	..	48	C.a,b. D.a.										
Enzie S.B.	..	..	..	..	..	..	..	..	..	..	20 10 10	20 10 10	..	8 0 8	..	..	..	12 10 2
Enzie	..	15	..	..	..	..	15											
Port Gordon	..	..	9	..	..	..	9	A.e. B.f. C.a. D.a.										
Fordyce S.B.	..	..	..	..	..	..	..	..	..	..	59 11 9	68 18 9	9 7 0	41 8 3	..	..	..	18 3 6
Academy	..	21	..	..	..	..	21	A.c,e. C.a. E.mn.										
Portsoy	..	47	..	..	..	..	47	A.e. C.a,s. D.a. E.mn. G.d,m.										
Gamrie S.B.	..	..	..	..	..	..	..	..	..	..	122 2 0	132 5 11	..	68 0 9	..	..	..	64 5 2
Bracoden	..	21	..	..	..	..	21											
Clenterty	..	..	17	..	..	..	17	C.a,b.										
Macduff	..	..	94	..	..	..	94	A.e,g. C.a,s. D.s(*p.t.*). E.mn. H.d,n.										
Inverkeithny S.B.	..	..	..	..	..	..	..	..	..	..	8 17 4	8 17 4	..	5 17 10	..	..	..	2 19 6
Kirktown	..	..	21	..	..	..	21	A.e. E.mn.										
Keith S.B.	..	..	..	.	..	..	..	..	..	..	98 8 3	105 16 3	4 5 0	73 16 2	10 16 0	..	..	16 19 1
Keith	..	94	..	..	..	..	94	A.e. C.b,s. D.s(*p.t.*). F.s(*p.t.*). G.m.										
Newmill	..	41	..	..	..	..	41											

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Rathven S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	71	4	8	71	4	8	..	40	12	7	41 19	..	27 14 6*	..
Buckie ..	..	..	53	46	..	..	..	..	77	D.a(p.t.)																		
Findochty ..	..	..	26	..	..	..	..	..	26																			
BERWICK.																												
Coldstream S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	20	1	0	22	11	0	0	10	0	15	0 9	..	..	—	7 0 8
Hirsel Law	..	..	24	..	..	..	..	..	24																			
Fogo S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	5	5	22	5	5	..	10	16	0	..	..	..	11 9 5
Fogo	..	..	..	17	..	..	..	..	17																			
Gordon S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26	13	6	31	11	0	3	17	6	17	8 6	..	..	..	10 5 0
Gordon	..	..	..	..	31	..	..	..	31	A.g,h. G.ag.																		
Greenlaw S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	4	6	21	7	0	3	2	6	10	19 2	..	..	...	7 5 4
Greenlaw	..	..	25	..	..	..	..	..	25																			
Hume S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	0	0	12	0	0	..			9	0 0	..	..	..	3 0 0
Hume	..	..	..	18	18	..	..	..	18	H.a.																		
Hutton S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	7	10	27	19	7	2	17	6	12	8 8	..	..	..	12 18 5
Hutton	..	..	..	22	..	..	..	..	22																			
Whitsome S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	5	0	21	5	0	..			6	3 11	..	..	..	15 1 1
Whitsome	..	..	..	15	..	..	..	..	15	A.e. C.a. E.mn.																		
BUTE.																												
Rothesay S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	165	6	1	175	9	10	10	3	9	78	19 2	..	..	..	86 6 11
Academy and Thomson's Institute	..	..	..	7	..	..	..	..	7	D.a(p.t.).																		
Rothesay	..	..	22	140	..	..	..	..	162	A.e. B.l. C.a,b,s. G.bc. H.c,n.																		
CAITHNESS.																												
Bower S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	10	5	14	10	5	..			9	16 3	..	..	..	4 14 2
Barrock	..	..	..	..	11	..	..	..	11	A.e. C.a,b,w. E.mn. G.ag.																		
Keiss S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	18	6	20	2	6	1	4	0	16	11 2	..	..	..	2 7 4
Aukengill	..	..	..	..	25	..	..	..	25	C.a. D.a. E.mn. H.n.																		
Olrig S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	3	9	17	3	9	..			11	0 11	..	..	1 3 0	4 19 10
Castletown	..	..	..	..	19	..	..	..	19	A.e. C.a,g. E.g,mn.																		
Watten S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	4	6	13	17	0	..			11	11 5	1	16 6	..	1 3 0*	..
Gerse	..	..	..	..	18	..	..	..	18	F.c,p.																		
Wick (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	188	17	3	196	8	9	7	11	6	127	6 8	—	..	..	61 10 7
Pulteneytown Academy	..	24	147	..	..	..	..	171	A.e. C.a,b,s. D.a,s(p.t.). E.d,mn, F.c. H.a.o.																			

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	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CLACKMANNAN																		
ALLOA (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	875 10 3	1,008 19 4	87 1 8	639 17 7	157 19 1	..	15 0 0	104 1 5
Academy	..	219	70	33	2	..	324	B.f,g. D.s(*p.t.*)		s,e,i,s.								
Alloa	..	44	..	..	..	..	44											
Kilncraigs	..	..	161	..	..	..	161	H.c,l,m.										
Sunnyside	..	..	82	..	..	..	82	H.d,n.										
ALLOA (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	160 1 11	170 11 10	10 9 11	96 10 9	20 0 0	.	..	43 11 2
Alloa Parish	..	61	17	..	..	..	78	H.n.										
Sauchie	..	36	16	..	..	..	52	H.n.										
ALVA S.B.	..	..	..	..	..	..	..	..	..	..	158 10 10	181 16 10	11 13 0	71 4 4	46 0 0	..	..	52 19 6
Academy	..	85	..	..	..	..	85	C.a,b,s. D.a. F.c. G.w. H.d,l,w.										
Menstrie	..	16	..	..	..	..	16	H.n.										
CLACKMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	108 7 0	115 5 4	5 5 0	59 12 0	..	..	..	50 8 4
Clackmannan	..	13	86	..	..	..	99	C.a,c,g,s. H.c.d.										
TILLICOULTRY S.B.	..	..	..	..	..	..	..	..	..	..	214 3 0	223 7 0	8 14 0	143 11 1	30 0 0	..	..	41 1 11
Coalsnaughton	..	20	28	..	..	..	48	C.a,b. H.n.										
Tillicoultry	..	35	163	..	..	33	213	C.b,s. D.s(*p.t.*). G.m,mc. H.c,d,n.		m.								
DUMBARTON.																		
BONHILL S.B.	..	..	..	..	..	..	..	..	..	..	273 3 0	278 1 0	4 18 0	279 17 3	87 16 4	..	..	5 9 5
Bonhill	..	61	53	..	..	..	114	A.c. C.a. H.d,n.									..	
Jamestown South	..	20	44	..	..	..	64	H.c,d.										
Vale of Leven Academy	..	66	239	22	..	..	327	C.a. D.s(*p.t.*). F.s(*p.t.*). H.e,d.		i.								
CARDROSS S.B.	..	..	..	..	..	..	..	..	..	..	206 17 5	289 10 2	6 5 3	119 5 11	..	..	..	133 19 0
Renton	..	83	195	..	..	..	278	C.s,t. E.m. G.d. H.c,d.										

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CUMBERNAULD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	88 12 7	88 12 7	..	49 12 2	27 8 6	..	..	11 11 11
Cumbernauld	..	..	51	22	..	..	..	..	73	A.e,l. C.a. E.mn.												
DUMBARTON (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	778 8 2	906 17 2	128 9 0	583 16 1*	70 0 0	..	66 6 0	58 6 1
Academy	..	..	..	108	31	34	14	..	186	C.a. D.a,s(*p.t.*). E.g. G.d,el,g,mc, me,na,s.	a,l.											
College Street	..	..	69	24	..	..	..	..	93	G.a,d,g,m.												
Knoxland	..	..	86	73	..	..	..	..	159	G.a,d,g,m.												
West Bridgend	..	..	62	..	..	..	..	..	62													
KIRKINTILLOCH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	172 13 3	198 0 3	25 7 0	129 9 11	80 0 0	..	..	13 3 4
Lairdsland	..	..	21	70	..	..	..	..	91	C.b,s. H.d,n.												
Townhead	..	..	34	107	..	..	..	..	141	D.a. E.g. G.bc, m,mc. H.n.												
KIRKINTILLOCH (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	—	..	78 4 11	78 4 11	..	33 15 11	14 1 5	..	..	30 7 7
Twechar	..	..	..	..	38	20	..	..	..	..	..	58	H.c,n.									
KIRKINTILLOCH (LANDWARD), CUMBERNAULD AND CADDER COMBINED S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	76 15 8	76 15 8	..	39 4 0	22 19 8	..	..	14 12 0
Condorrat	..	..	..	41	16	..	..	..	..	57	H.c,d.											
NEW KILPATRICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	—	..	249 15 6	253 7 3	3 11 9	105 16 0	5 0 0	..	..	138 19 6
Craigton	..	..	..	14	..	..	..	..	14													
Garscadden	..	..	..	44	..	..	..	..	44													
Milngavie	..	..	..	33	48	..	..	32	68	C.a,b,c,s. D.a. G.bc. H.n.		m.										
Temple	..	..	..	39	30	..	..	..	55	H.d,m.												
OLD KILPATRICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,874 9 8	2,037 12 8	158 5 0	1,234 3 9	120 11 3	..	..	524 12 8
Clydebank	..	..	..	123	521	79	24	..	..	747	B.f. C.b,s,t. D.s(*p.t.*). G.b,m,na,p. H.c,d,i,m,n.	i.										
Dalmuir	..	..	..	23	93	..	..	..	..	116	C.b,s. E.m. H.c,d,l,m,n.											
Duntocher	..	..	..	23	91	..	..	..	..	114	D.a. E.m. H.c,d,m,n.											
Elgin Street	..	..	..	29	223	..	..	..	..	252	C.b,s. G.d.m. H.a,c,d,m,n,s.											
Gavinburn	..	..	..	45	53	..	..	..	..	82	E.m. H.c,d,l.											
Milton	..	..	..	26	10	..	..	..	..	36	H.d.											
ROW S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	260 12 9	293 0 3	32 7 6	167 12 4	66 19 0	..	6 19 9†	19 10 8
Helensburgh Clyde Street	..	..	25	244	..	..	..	66	284	A.e. C.a,b,s. D.a. G.bc,m. H.c,d,l, m,n.		p.										
DUMFRIES.																						
ANNAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	107 5 3	112 7 9	5 2 6	80 8 11	..	..	..	26 16 4
Academy	..	..	..	..	108	..	..	..	..	108	C.a,b,s,t. E.m. G.bc,m. H.d.											
Breconbeds	..	..	..	..	22	..	..	..	..	22	A.e. C.a. D.a. E.mn.											
Newbie Technical	..	..	..	..	22	3	1	..	..	26	..	..	..	i.	26 2 2	41 11 9	7 15 7	19 11 7	..	..	14 4 7	..
DRYFESDALE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	84 14 10	87 11 9	..	63 11 1	..	..	..	24 0 6
Lockerbie Academy	..	..	..	52	..	..	..	..	52	C.a,b,c,s,t,w. F.c. H.c,n.												

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 61 and 62 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES—*contd.*																		
Dumfries (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	419 12 1	462 6 2	32 14 1	314 14 1	.	..	.	104 18 0
Academy	..	165	27	24	9	41	226	A.e. B.f,g,l. C.a,b,s,t. D.s(*p.t.*).	a,c,i.	p.								
George Street	..	79	..	..	..	..	92	H.c,d,e,n.										
St. Andrew's Roman Catholic	28	73	..	..	..	51	104	C.b,t. H.c,d,n,w.		m,p.	65 11 9	79 1 9	9 10 8	49 3 10	..	..	20 7 8	..
Dumfries (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	8 11 0	8 17 3	..	6 8 3	..	..	..	2 9 0
Catherinefield	15	..	..	..	..	..	15											
Kirkpatrick Fleming S.B.	..	..	..	..	..	..	..	..	..	..	23 17 3	23 17 3	..	12 4 3	.	..	..	11 13 0
Kirkpatrick Fleming	..	10	..	..	..	..	10	A.e. C.a,s. E.mn.										
Sanquhar S.B.	..	..	..	..	..	..	..	..	..	..	25 19 2	25 19 2	..	19 9 4	.	..	..	6 9 10
Sanquhar	35	..	..	..	..	..	35											
EDINBURGH.																		
Borthwick, S.B.	..	..	..	..	..	..	..	..	..	..	22 13 5	23 5 11	0 12 6	10 2 8	..	..	..	12 10 9
Borthwick	22	..	..	..	..	..	22											
Cockpen, S.B.	..	..	..	..	..	..	..	..	..	..	30 17 3	31 12 3	0 15 0	16 2 11	..	..	..	14 14 4
Bonnyrigg	21	21	..	..	..	..	21	C.b,s. G.d.										
Corstorphine S.B.	..	..	..	..	..	..	..	..	..	..	26 5 0	26 5 0	..	10 11 10	..	..	..	15 13 2
Corstorphine	27	6	..	..	..	..	33	A.e.										
Edinburgh (City) S.B.	..	..	..	..	..	..	..	..	..	..	6,826 16 10	7,238 8 11	155 5 10	5,120 2 7	..	..	..	1,963 0 6
Abbeyhill	66	70	..	..	..	..	136	A.e,h. C.a. D.s. E.mn.										
Boroughmuir	..	221	..	..	..	..	221	A.e,g,h. C.a,s. D.s(*p.t.*) F.s(*p.t.*)										
Bristo	32	112	..	..	..	..	144	A.e. C.a. H.c,d,m,n.										

Broughton	..	..	..	..	56	..	..	..	..	56	F.s(p.t.)																				
Bruntsfield	..	..	..	47	190	..	..	..	64	290	A.e. C.n,b,g,p,s,t. H.c,d,m,n.	..	..	p.																	
Castle Hill	..	..	..	310	..	..	..	..	90	310	..	..	..	p.																	
Causewayside	..	..	..	27	132	..	..	..	..	159	A.e. C.b,c,s,t. H.c,d,m,n.																				
Dalry	..	..	..	28	152	..	..	..	28	180	A.e. C.a,b,c,p,s,t. H.c,d,m,n.	..	..	p.																	
Gorgie	..	..	..	..	152	38	13	..	..	203	A.e. C.a,b,p,s. D.a. G.d,g,m.		i																		
Leith Walk	..	..	..	..	271	24	..	..	79	333	A.e,g. C.a,b,p,s,t. D.a. E.g,mn. G.bc, g,m,mc.		i	p.																	
London Street	..	..	..	28	144	..	..	..	69	193	A.e. C.a,b,c,p,s,t. H.c,d,m,n.			p.																	
Lothian Road	..	..	..	..	267	..	..	..	..	267	A.e. C.a,b,c,g,p,s,t. D.a. E.mn. G.a, d,g,m.		i.																		
North Canongate	..	..		23	82	..	..	..	..	105	A.e. C.a. H.c,d,m,n.																				
North Merchiston	..	..		175	64	..	..	..	81	277	A.e,g,h. C.a.			p.																	
Portobello	..	..	..	26	142	..	..	..	..	166	A.e. C.a,b,s. G.bc,d,m,mc. H.c,d,l, m,n,w.																				
Regent Road	..	..	..	37	121	..	..	..	..	158	C.a,b,p,s,t. H.c,d,m,n.																				
St. Bernard's	..	..	.	36	82	..	..	..	..	118	C.a,b,s. H.c,d,m,n.																				
St. Leonard's	..	..	..	77	76	..	..	..	..	153	A.e,g. C.a. D.a. E.mn. G.a.																				
Sciennes	..	..	.	.	159	..		..	101	227	C.a,b,p,s. D.a. F.p. G.g,m, mc.	..	..	p.																	
South Bridge	..	..	..	71	83	..	..	..	..	154	A.e. C.a. G.bc,m. H.w.																				
Stockbridge	..	..	..	101	77	..	..	..	..	178	C.a,b,s. E.mn. G.d. H w.																				
Torphichen Street	..	..	..	12	59	..	..	..	..	71	A.e,g,l. C.a. H.c,d,e,m,n.																				
Royal Institution	..	..	..	..	163	85	52	125	..	425	..	..	..	a.	..	2,098	7	2	3,109	15	9	697	8	0	1,578	15	4	..	..	838	12	5	..	
Typographia	..	..	..	..	92	..	..	..	..	92	G.t.	..	..	..	..	121	14	7	121	0	7	9	6	0	33	11	7	75	0	0	..	13	3	0	..	
KIRKNEWTON & EAST CALDER S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23	2	9	23	2	9	..			17	7	1	..		..	..		10	15	8
Oakbank	..	..	..	21	23	..	..	..	..	44	A.e. C.a. D a. E.m.																				
LASSWADE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	152	17	8	154	17	8	2	0	0	114	13	3	..		..	..		38	4	5
Lasswade	..	..	..	.	26	..	..	..	..	26	A.e. C,a,b,s. E.g.																				
Loanhead	..	..	..	42	36	..	..	..	..	78	C.b,s.																				
Pentland	.	..	..	..	39	..	..	..	30	39	A.e. D.a. E.m. H.a,c,n.		..	m.																	
Roslin	..	..	..	..	32	..	..	..	..	32	A,e. C.a,s. D.a. E.m,mn. H.e,n.																				
LEITH (BURGH) S.B.	..	..	..	..	..	..	..	..	.	..	..	..	..	..	..	4,298	9	7	4,725	0	4	240	11	11	2,466	10	8	200	0	0	200	0	0	100	10	0	1517	7	9
Academy and Technical College			..	494	223	144	11	..	861	C.a,t. D.s(p.t.). F.h,s(p.t.). G.m. H.a,c,d,e,l,l,n,s,w.			a,c,e,l, l,m,s.																			
Bonnington Road	..	..	27	47	..	..	..	..	74	C.a,b,c,s. E.a,d,g,mn. H.d,m,n.																				
Couper Street	..	..	15	156	..	..	..	..	171	H.c,d,l,m,n.																				
Great Junction Street	..		150	..	..	..	..	..	150																						
Lochend Road	..	..	17	51	..	..	.	..	68	H,c,d,l,m,n.																				
Lorne Street	..	..	65	105	..	..	..	.	170	A.e. C.a,b,c,s. G.m. H.c,d,l.																				
Newhaven, Victoria	..	..	37	62	..	..	..	..	90	A.g.C,a.D.a.E.a,mn.G.g,m.H.c,d,l,n.																				
North Fort Street	..	..	56	120	..	..	..	..	176	C.a,b,c,s.E.m,H.d,n.																				
Yardheads	..	..	46	84	..	..	..	..	130	A.c,e,g. C.a,b,c,s. G,m. H.d,n.																				
LIBERTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	19	6	24	12	1	2	12	7	9	3	7	..		..	..		12	15	11
Burdiehouse	..	..	..	15	5	..	..	..	..	20	A.c,e. C.a. D.a.																				
MID CALDER S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	77	7	1	82	5	1	1	4	0	3	5	3	..		..	..		3	14	0	44	1	10
Bellsquarry	..	..	..	11	7	..	..	..	..	11	E.mn.																				
Mid Calder	..	..	..	15	7		.	..	..	22	A.e. C.a. D.a. E.a,mn.																				
Pumpherston	..	..	..	30	28	..	..	..	..	30	E.mn.																				

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*																		
Musselburgh (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	38 12 5	38 12 5	..	17 9 3	..	..	..	21 3 2
Grammar School	13	15	..	..	..	..	28	C.b,a.										
Newbattle S.B.	..	..	..	..	..	..	..	..	..	..	45 4 0	45 4 0	..	26 11 10	..	..	..	18 12 2
Newbattle	8	41	..	..	..	..	49	A.c,e,g,h. C.a,b,s. E.mn. G.bc,mc.										
Stobhill S.B.	..	..	..	..	..	..	..	..	..	..	21 9 0	22 4 0	0 15 0	8 17 0	..	..	..	12 12 0
Stobhill	..	12	..	..	..	..	12	A.e. C.a. E.m. F.s.										
West Calder S.B.	..	..	..	..	..	..	..	..	..	..	54 5 7	58 9 7	4 4 0	22 5 5	11 3 6	..	..	20 16 8
Addiewell	..	16	..	..	..	..	16	C.a. E.mn.										
West Calder	..	51	..	..	..	..	51	C.a,b,s. G.m.										
ELGIN.																		
Bellie S.B.	..	..	..	..	..	..	..	..	..	..	32 19 10	34 11 10	1 12 0	20 4 1	..	..	..	12 15 9
Bellie	4	28	..	..	..	.	32	A.e. C.a,c,g. E.mn.										
Elgin (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	176 1 2	181 15 10	4 12 6	132 0 11	..	..	..	45 2 5
Academy	26	83	..	..	..	..	109	A.e,g. B.f,l. C.n,b,s. E.m. F.e.										
Girls' Technical School	..	75	..	..	..	..	75	H.c,l.										
Victoria School	..	59	30	18	..	8	115	D.s. H.w.	s.	wc.	184 13 0	197 17 0	13 4 0	132 5 3	66 0 0	..	8 0 0	..
Elgin (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	37 5 0	37 5 0	..	27 18 9	..	..	..	9 6 3
Clackmarras	20	..	..	..	..	..	20											
Mosstowie	32	16	..	..	..	..	48	H.d.										
Forres (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	117 17 1	117 17 1	..	63 12 1	14 16 7	..	..	39 8 5
Forres	35	99	..	..	..	..	134	B.f. C.s. D.a,s(*p.t.*). E.a,g. G.bc,mc. H.d.										

Kinloss S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	34	9	0	34	9	0	..	25	16	9	2	6	8	.	..	6	5	7
Findhorn	..	..	..	..	52	..	..	..	..	52	C.a,g. D.a. F.pg. H.c.																					
Rothes S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	34	3	5	35	17	11	1	14	6	24	12	1	..	..	..	9	11	4
Rothes	..	..	..	..	48	..	..	..	..	48	A.e,g,h. C.a. H.c.																					
FIFE.																																
Aberdour S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42	15	10	42	15	10	..	32	1	11	..	..	..	10	13	11		
Aberdour	..	..	..	..	17	..	..	..	..	17	A.e. C.b,s. D.a. F.pg.																					
Donfbristie Colliery	..	..	..	..	22	..	..	..	..	22	D.a. E.g,mn.																					
Anstruther Easter.																																
Waid Academy	..	..	..	..	30	..	..	..	..	30	D.a(*p.t.*). G.bc,g.				..	..	..	40	14	4	44	6	10	3	12	6	22	8	4	16	12	0	1	14	0	..	..		
Anstruther Easter (County Council)	..	..	..	..	28	..	..	..	..	28	H.d.	..	..	..	..	*See* under Fife County Technical Education Committee.																	
Anstruther Wester.																																
Anstruther Wester (County Council)	..	..	..	..	18	..	..	..	..	18	H.d.	..	..	..	..				do.						do.								
Auchterderran S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	116	2	11	120	18	6	4	12	10	46	5	7	30	0	0	..	..	40	0	1
Auchterderran	..	..	12	72	..	..	..	..	84	G.m,mi. H.d.																						
Auchtermuchty S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	56	0	0	56	0	0	..			35	4	3	10	0	0	..	..	10	15	9
Auchtermuchty	..	..	..	60	..	..	..	..	60	D.a. H.n.																						
Auchtermuchty (County Council)	..	..	..	..	34	..	..	..	..	34	H.c,l.	..	..	..	..	*See* under Fife County Technical Education Committee.																	
Auchtertool S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	1	0	18	2	0	0	1	0	5	2	3	..		..	..	12	18	4
Auchtertool	..	..	..	8	.	..	..	..	.	8																						
Beath S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	193	14	7	200	12	3	6	17	8	145	5	11	20	0	0	..	..	23	8	3
Cowdenbeath	..	..	..	35	91	..	..	..	..	126	A.e. E.a,mn. G.a,bc. H.d,n,w.																					
Kelty	..	..	..	19	53	..	..	..	..	72	A.e,g. D.a. G.a H.c,d,l,w.																					
Lassodie	..	..	..	32	21	..	..	..	..	53	H.d.																					
Cowdenbeath (County Council)		..	132	12	21	..	..	165	A.e. D.a F.c. G.el,me,s. H.c,l.			1.	..	*See* under Fife County Council Technical Education Committee.																	
Burntisland S.B.	..	..	..	..	.	..	..	..	..	..	..	..	..	..	..	134	11	4	204	6	4	19	15	0	116	6	7	60	0	0	..	..	8	4	9
Burntisland	..	..	..	..	89	15	6	..	..	110	C.s,t. D.a(*p.t.*). H.c.			1.																		
Cameron.																																
Cameron (County Council)	..	..	16	..	..	..	..	16	H.d.	..	..	..	..	*See* under Fife County Technical Education Committee.																			
Carnock.																																
Cairneyhill (County Council)	..	..	23	..	..	..	..	23	H.d.	..	..								do.						do.								
Oakley St. Margaret's R.C. (County Council).	..	..	38	..	..	..	..	38	H.d.	..	..								do.						do.								

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
CERES.																		
Bridgend (County Council) ..	..	21	..	..	..	..	21	H.c,l.	..	..	*See* under	Fife County Technical Education Committee.						
COLLESSIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	17 10 0	17 10 0	..	12 13 10	4 10 0	..	..	0 6 2
Collessie	..	27	..	..	..	..	27	A.e. C.a,b,c.										
Ladybank (County Council)..	..	21	..	..	..	..	21	G.d,g.	..	..	*See* under	Fife County Technical Education Committee.						
CRAIL.																		
Crail (County Council).. ..	..	9	..	..	..	..	9	G.bc,g. . ..	..	..		do.		do.				
CUPAR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	18 7 0	21 7 0	3 0 0	8 18 1	..	..	..	9 8 11
Castlehill	..	12	..	..	..	..	12	D.a(*p.t.*).										
Castlehill (County Council)..	..	238	..	..	..	..	238	A.e,h. C.a,s,t. H.c,l,m		..	*See* under	Fife County Technical Education Committee.						
DALGETY S.B	..	..	..	..	..	..	..	.. .. ..	..	..	17 4 3	17 10 3	0 6 0	12 18 2	3 0 0	..	..	1 6 1
Hillend	17	..	..	..	..	..	17											
DUNFERMLINE (BURGH) S.B.	..	..	..	..	..	..	..	. .. ..	..	..	1,723 18 9	1,886 16 9	112 18 0	1,054 16 11	200 0 0	..	.	469 1 10
High School	24	138	..	..	..	..	162	A.e. B.f,l. C.a,b,s. H.n.										
Lauder Technical School ..	..	196	44	35	38	18	331	C. b, f, p. D.a, a(*p.t.*). E.g. F.c, m. G.bc,d,g,m,me,s,su. H.t.		a,l.	p.							
McLean	15	12	..	..	..	..	27	C.a,b.										
Queen Anne	9	255	..	..	..	..	264	A.e. C.a,b,s,t. H.c,d,n.										
Dunfermline (County Council)	..	55	..	..	..	.	55	H.d.		..	..	*See* under	Fife County Technical Education Committee.					
DUNFERMLINE (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 0 9	61 8 3	7 7 6	26 15 9	13 15 6	..	..	13 10 0
Charlestown	13	8	..	..	..	..	21	G.d,m.										
Townhill	16	23	..	..	..	..	39	H.n.										
Charlestown (County Council)	..	38	..	..	..	..	38	H.c,l.		..	..	*See* under	Fife County Technical Education Committee.					
Crossford (County Council) ..	..	11	..	..	..	..	11	H.d.				do.			do.			

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DYSART (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	559	19	1	590	16	4	16	9	9	396	0	9	70	0	0	70	0	0	..	36	5	10
Dysart	37	2	..	..	..	..	62	H.d																										
Gallatown	18	..	..	..	..	..	18																											
Pathhead	47	187	..	..	..	..	234	A.g. C.a,b,s,t,w. H.c,d,l.																										
Sinclairtown	..	50	18	..	..	..	68	D.s,s(*p.t.*). F.s(*p.t.*).			i.																							
ELIE.																																		
Elie (County Council)	..	69	..	..	..	..	69	C.a,b,s. D.s. E,mn. Hm.			..	..	*See* under Fife County Technical Education Committee.																						
FALKLAND S.B.	..	..	..	..	..	..	..	..	..	..	..	..	20	18	0	21	8	0	0	10	0	6	10	10	4	10	0	..		.	9	17	2	
Freuchie	..	16	..	..	..	.	16	C.b,c. G.m.																										
FERRYPORT-ON-CRAIG	..	..	..	..	..	..	..	..	..	..	..	..	*See* under Fife County Technical Education Committee.																					
Ferryport-on-Craig (County Council)	..	93	..	..	..	.	93	H.m.																										
FIFE COUNTY COUNCIL TECHNICAL EDUCATION COMMITTEE.	..	..	..	..	..	.	..	..	.	..	..	..	1758	14	4	2078	14	11	263	7	11	1319	0	9	496	6	8	..		..	..		
Anstruther Easter	..	28	..	..	..	..	28	H.d.																										
,, Wester	..	18	..	..	..	..	18	H.d.																										
Auchtermuchty	..	34	..	..	..	..	34	H.c,l.																										
Beath, Cowdenbeath	..	132	12	21	..	..	165	A.e. D.s. F.c. G.el,me,s. H.c,l.	..		i.																							
Cameron	..	16	..	..	..	..	16	H.d.																										
Carnock, Cairneyhill	..	23	..	..	..	..	23	H.d.																										
,, Oakley, St. Margaret's R.C.	..	38	..	..	..	..	38	H.d.																										
Ceres, Bridgend	..	21	..	..	..	..	21	H.c,l.																										
Collessie, Ladybank	..	21	..	..	..	..	21	G.d,g.																										
Crail	..	9	..	.	..	..	9	G.bc,g.																										
Cupar, Castle Hill	..	233	..	..	..	..	233	A.e,h. C.a,s,t. H.c,l,m.																										
Dunfermline	..	55	..	..	..	..	55	H.d.																										
,, (Landward), Charlestown.	..	38	..	..	..	..	38	H.c,l.																										
Dunfermline (Landward), Crossford.	..	11	..	..	..	..	11	H.d.																										
Elie	..	69	..	..	..	..	69	C.a,b,s. D.s. E.mn. H.m.																										
Ferryport-on-Craig	..	93	..	..	..	..	93	H.m.																										
Kettle, Kingskettle	..	39	..	..	..	..	39	H.m.																										
Kilrenny, Cellardyke	..	42	..	..	..	..	42	H.d.																										
Kingsbarns	..	17	..	..	..	..	17	H.d.																										
Kirkcaldy	..	284	..	..	..	..	284	G.w. H.d,t.																										
Largo, Lundin Mill	..	55	..	..	..	..	55	H.c,l.																										
Leslie	..	61	..	..	..	..	61	H.c,l.																										
Lochgelly	..	22	..	..	..	..	22	D.s (*p.t.*).																										
Markinch	..	75	..	..	..	..	75	C.s,t. H.d.																										
,, Balcurvie	..	21	..	..	..	..	21	H.c,l.																										
Pittenweem	..	31	..	..	..	..	31	H.c,l.																										
St. Andrews, Madras College ..	..	167	..	..	..	..	167	C.b,c,s,t. D.s. G.bc,d. H.d.																										
,, (Landward), Strathkinness.	..	24	..	..	..	..	24	H.d.																										
St. Monance	..	40	..	..	..	..	40	H.c,l.																										
Saline	..	34	..	..	..	..	34	H.d,																										
Scoonie Leven	..	126	..	..	..	..	126	A.l. D.s(*p.t.*). E.m. F.c. G.me,s.																										
,, Greig Institute	..	30	23	15	..	..	68	.. .. ..	..		i.																							
Strathmiglo	..	27	..	..	..	..	27	H.c,l.																										
Gateside		14					14	H.c.																										

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Torryburn	..	23	..	..	..	..	23	H.c,l.										
Wemyss, Buckhaven	..	71	..	..	..	..	71	H.n.										
,, East	..	23	..	..	..	..	23	H.c,l.										
,, Methill	..	48	..	..	..	..	48	H.n.										
Forgan S.B.	..	..	..	..	..	..	..	..	..	..	89 5 7	101 5 7	12 0 0	36 12 6	42 8 1	..	..	10 10 0
Newport	..	89	..	..	..	..	89	C.b,s,t. D.s. H.m.										
Wormit	..	12	..	..	..	..	12	H.m.										
Inverkeithing S.B.	..	..	..	..	..	..	..	..	..	..	122 18 6	126 8 6	3 10 0	56 7 8	8 0 0	..	..	58 10 10
Inverkeithing	..	30	45	..	..	..	75	C.b,s. E.m. H.n.										
North Queensferry	..	43	21	..	..	..	49	E.s,mn. H.n.										
Kettle.																		
Kingskettle (County Council)	..	39	..	..	..	..	39	H.m.	..	..	*See* under Fife County Technical Education Committee.							
Kilconquhar S.B.	..	..	..	..	..	..	..	..	..	..	33 8 6	33 14 6	0 6 0	17 18 11	8 0 0	..	..	7 9 7
Colinsburgh	..	2	18	..	..	..	20	C.a,s. E.mn.										
Kilconquhar	..	25	..	..	..	..	25											
Kilrenny.																		
Cellardyke (County Council)	..	42	..	..	..	..	42	H.d.	..	..	*See* under Fife County Technical Education Committee.							
Kinghorn S.B.	..	..	..	..	..	..	..	..	..	..	63 0 0	63 0 0	..	27 15 7	10 10 10	22 14 5	1 19 2*	..
Kinghorn	..	16	..	..	..	..	16	G.a,bc,g,mc.										
Kingsbarns.																		
Kingsbarns (County Council)	..	17	..	..	..	..	17	H.d.	..	..	*See* under Fife County Technical Education Committee.							
Kirkcaldy (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,321 12 6	1,998 0 6	76 8 0	991 4 4	100 0 0	140 0 0	..	90 8 2
Abbotshall	..	59	81	..	..	..	140	A.e. C.a. D.s. E.mn. H.e,l,n.										

Dunnikier	50	98	..	..	..	..	148	A.c. C.a,b,g,s. H.c,l,n.										
High School	..	194	34	15	18	..	261	A.e. B.l. C.a,b,f,gm. D.a(*p.t.*). F.s, s(*p.t.*),	n,l,	..								
School of Shorthand ..	..	96	..	..	..	..	96	C.p,s.	..	..	51 17 9	39 7 9	37 10 0	33 13 4	..	..	12 19 5	..
Kirkcaldy (County Council) ..	..	284	..	..	..	..	284	G.w. H.d,t. ..	..	..	*See* under Fife County Technical Education Committee.							
KIRKCALDY AND DYSART (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	22 10 0	23 10 0	..	8 17 8	4 10 0	..	..	9 2 9
Boreland	19	..	..	..	..	12	19	.. ..	..	p.								
LARGO.																		
Lundin Mill (County Council) ..	..	55	..	..	..	..	55	H.c,l. .	..	..	*See* under Fife County Technical Education Committee.							
LESLIE S.B.	..	..	..	..	..	..	..	. .	..	..	47 17 4	53 19 4	6 2 0	29 2 9	5 0 0	..	..	13 14 7
Leslie	..	43	..	..	..	..	43	C.s.t. G.bc,mc.										
Leslie (County Council) ..	..	61	..	..	..	..	61	H.c,l.	..	..	*See* under Fife County Technical Education Committee.							
LOCHGELLY S.B.	..	..	..	..	..	..	..	.. ..	..	..	174 18 9	182 18 0	4 10 0	114 2 11	16 0 0	..	..	48 5 1
Lochgelly	62	87	..	..	..	..	149	D.a. E.mn. G.mi. H.n.										
Lumphinnans	17	35	..	..	..	..	52	H.d,n.										
Lochgelly (Local Committee)	..	.	..	..	..	77	77	.. ..	..	m.	22 13 4	31 16 4	9 3 0	5 19 0	..	..	16 14 4	..
Lochgelly (County Council) ..	..	22	..	..	..	..	22	D.a(*p.t.*). ..	..	..	*See* under Fife County Technical Education Committee.							
MARKINCH.																		
Balcurvie (County Council) .	..	21	..	..	..	..	21	H.c,l. ..	..	..		do.			do.			
Markinch (County Council) ..	..	75	..	..	..	..	75	C.a,t. H.d. ..	..	..		do.			do.			
NEWBURGH S.B.	..	..	..	..	.	..	..	.. ..	..	..	46 16 4	53 10 0	4 17 0	23 11 1	22 10 0	..	..	2 11 11
Newburgh	..	49	..	..	..	..	49	D.a. H.d,n.										
PITTENWEEM.																		
Pittenweem (County Council) ..	..	31	..	..	..	..	31	H.c,l. ..	..	..	*See* under Fife County Technical Education Committee.							
ST. ANDREWS (Burgh) S.B. ..	..	..	..	..	..	..	..	.. ..	.	.	..	47 4 4	49 14 4	2 10 0	32 1 11	10 0 0	..	..	5 2 5
St. Andrews	12	26	..	..	..	..	38	A.e. C.a,c,g,gn. E.mn.										
Madras College (County Council)	..	167	..	..	..	..	167	C.b,c,s,t. D.a. G.bc,d. H.d.	..	..	*See* under Fife County Technical Education Committee.							
ST. ANDREWS (Landward) S.B.		..	..	..	..	..	..	.. ..	..	..	9 11 10	11 1 10	1 10 0	4 12 0	2 10 0	..	..	2 9 10
Boarhills	..	7	..	..	..	..	7	A.e. C.a,b,s.										
Strathkinness (County Council)	..	24	..	..	..	..	24	H.d.	..	..	*See* under Fife County Technical Education Committee.							
ST. MONANCE S.B.	..	..	..	..	..	..	..	.. ..	..	..	24 7 2	24 18 2	0 11 0	16 15 8	..	..	..	7 11 6
St. Monance	34	..	..	..	..	..	34											
St. Monance (County Council)	..	40	..	..	..	..	40	H.c,l. ..	..	..	*See* under Fife County Technical Education Committee.							
SALINE.																		
Saline (County Council) ..	..	34	..	..	..	..	34	H.d.	..	..		do.			do.			
SCOONIE S.B.	..	..	..	..	..	..	..	.. . ..	..	..	31 16 6	32 4 0	0 7 6	23 17 4	..	..	..	7 19 2
Leven	38	..	..	..	..	..	38											
Leven (County Council) ..	..	126	..	..	..	..	126	A.l. D.a(*p.t.*). E.m. F.c. G.me,s.		..	*See* under Fife County Technical Education Committee.							
Leven Greig Institute (County Council)	..	30	23	15	..	..	68	.. . ..	l.	.		do.			do.			

* This is a Credit Balance brought forward from Session 1904–05.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Strathmiglo S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 18 3	58 13 3	3 15 0	41 3 8	5 0 0	..	..	8 14 7
Strathmiglo	39	53	..	..	..	41	64	A.c. B.f. C,b,s,w. D.s. E.mn. F.b,z.		m.								
Gateside (County Council) ..	..	14	..	..	..	..	14	H.c.	..	..	*See* under Fife County Technical Education Committee							
Strathmiglo (County Council) ..	..	27	..	..	..	..	27	H.c,l.	..	..	do.				do.			
Torryburn (County Council) ..	..	23	..	..	..	..	23	H.c,l.	..	..	do.				do.			
Wemyss S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	235 15 0	252 12 0	16 17 0	150 2 0	11 5 0	..	..	74 8 0
Buckhaven	32	10	..	..	..	..	42	D.s(*p.t.*). G.bc.										
Coaltown	..	35	..	..	..	..	35	G.ml.										
Kirkland Crossroads	..	27	8	12	..	..	47	.. .. ..	i.									
Methil	35	17	..	..	..	..	52	C.s.										
Wemyss	21	..	..	..	..	..	21											
West Wemyss, Dorothy ..	..	..	..	.	..	28	28	.. .. ..	..	p.								
Buckhaven (County Council) ..	..	71	..	..	..	..	71	H.n	..	..	*See* under Fife County Technical Education Committee.							
East (do) ..	..	28	..	..	..	..	28	H.c,l.	..	..	do.				do.			
Methil (do.) ..	..	48	..	..	..	..	48	H.n.	..	..	do.				do.			
FORFAR.																		
Arbroath S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	672 12 6	695 17 0	23 4 6	504 9 4	100 0 0	..	..	68 3 2
Cookery School	..	68	..	..	..	..	68	H.c,l.										
High School	..	213	26	18	14	27	277	B.f,g. D.s,s(*p.t.*). F.e,s(*p.t.*). G.sp. H.d,m.	i.	p,wc.								
Parkhouse	89	125	..	..	..	..	214	A.e. C.s,b,s. E.m. F.s.										
Barry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	139 10 10	169 17 10	19 3 6	71 4 6	..	..	..	79 9 10
Carnoustie	..	121	..	..	..	..	121	C.s,b,s,t. D.s. E.m. G.bc,mc. H.d.										
Brechin (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	394 0 7	441 7 1	23 9 0	238 12 8	40 0 0	..	..	84 5 5
High School	72	66	22	20	..	48	180	A.e. Ca,b,s,t. D.s(*p.t.*).		e,c,l.	p.							
Union Street	..	49	..	..	..	..	49	H.c,d,l.										

BROUGHTY FERRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	107	18	5	112	9	5	4	16	0	47	4	9	..	..	..	60	8	8
Grove Academy	..	..	21	61	..	..	..	..	82	A.e. C.a,b,s. D.a,s (p.t.). E.g. F.n. G.hc,m,mc.	..	..																		
DUNDEE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	2,086	16	6	2,311	15	6	267	12	0	2,277	12	5	..	100	0	0	..	666	11	1
Ann Street	..	..	231	131	..	..	..	..	231	H.w.																					
Constable Street	..	..	..	100	..	..	..	..	100	H.c,d,l,m.																					
Dudhope	..	..	215	..	..	..	..	..	215	..	..	..																			
Harris Academy	..	..	21	58	154	103	43	..	379	A.e. B.l. C.a,g. D.a. E.m. F.c,p. G.d,m.	c.																				
Hill Street	..	..	24	283	..	..	..	..	307	A.e,g,h. C.a. H.e,d,l,m,n.	..	..																			
Lochee Liff Road	..	..	78	349	..	..	..	27	454	A.e. B.f. C.a,b,s,t. D.a. E.g,mn. G.a,d,g,m. H.c,d,l,n,w.	..	p.																				
Mitchell Street	..	..	191	128	..	..	..	..	191	H.w.																					
Morgan Academy	..	..	..	225	275	152	134	..	786	E.m. H.d,n.	..	..	..	c,l.																	
Victoria Road	..	..	81	76	..	..	..	..	157	A.e,g,h. C.a.																					
Wallacetown	..	..	158	..	..	..	..	..	158																						
Navigation School	..	..	..	72	..	..	..	..	72	E.m. G.as,n.	..	..	..	—	266	16	10	317	3	4	41	19	0	200	2	8	25	0	0	..	50	10	8	..		
Young Women's Christian Association	..	..	..	107	..	..	..	..	107	H.c,d,l,m.	..	..	..	..	123	2	5	157	14	5	34	12	0	46	14	0	20	0	0	35	0	0	27	8	5	..		
FORFAR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	410	5	11	415	5	11	5	0	0	397	14	5	..	—		50	0	0	..		82	11	6
Academy	..	..	119	142	11	19	7	..	288	C.a,b,c,g,s,t. D.a. F.c H.w.	..	i																			
KIRRIEMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	14	6	34	19	6	1	5	0	25	5	11	..			..			..		8	8	7
Reform Street	..	..	..	37	..	..	..	..	37	C.a,b,c,s.																					
MONIFIETH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	3	3	31	3	3	1	0	0	7	3	6	..			..			..		22	19	9
Monifieth	..	..	..	10	..	..	..	..	10	G.a,g,mc.																					
MONIKIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	16	0	15	12	0	0	16	0	11	1	0	..			..			..		3	15	0
Monikie	..	..	21	..	..	..	..	..	21																						
MONTROSE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	495	18	5	536	3	6	12	5	6	371	18	10	..			..			..		151	19	2
Academy	..	..	82	252	29	19	10	48	392	B.f,g. C.a. D.a(p.t.). G.h. H.c,d, l,m,n.	a,c,i,s.	p,sw.																			
HADDINGTON.																															
ATHELSTANEFORD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	0	0	20	2	0	1	2	0	9	19	11	9	0	0	..			..		0	0	1
Athelstaneford	..	..	24	24	..	..	..	..	24	C.b.																					
BOLTON, S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	7	8	22	7	8	..			9	16	2	9	0	0	..			..		3	11	6
Bolton	..	..	..	..	15	..	..	..	..	15	E.g,mn.																				
DUNBAR (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	68	12	11	69	14	11	1	2	0	45	11	1	17	19	6	..			..		5	2	4
East Barns	..	..	26	19	..	..	..	..	43	H.n.																					
West Barns	..	..	41	..	..	..	..	..	41																						
GLADSMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	1	9	34	16	9	1	15	0	24	3	7	9	0	0	..	1	17	9*	..			
Macmerry	..	..	38	38	..	..	..	..	38	C.b.																					

* This is a Credit Balance brought forward from Session 1904–1905.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.						
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
HADDINGTON—*contd.*																		
Haddington S.B.	..	..	..	..	..	..	..	..	..	..	117 17 9	132 3 3	14 5 6	88 3 4	9 0 0	..	..	20 9 5
Haddington	..	86	..	..	..	..	86	C.a,b,s. F.c. H.c,w.										
Haddington County Technical Education Committee	..	..	..	..	..	..	..	..	..	..	178 1 3	183 4 0	4 15 0	36 16 8	141 12 4	..	..	..
Ormiston	..	12	..	..	..	..	12	G.m,mi,su.										
Prestonpans	..	16	..	..	..	..	16	G.d,m,mi,su.										
North Berwick S.B. ..	..	..	..	..	..	..	..	..	..	..	22 5 0	23 15 0	0 15 0	16 13 9	..	.	..	6 6 3
High School	..	22	..	..	..	9	22	A.e. C.c. E.mn. G.a.		p.								
Ormiston.																		
Ormiston (County Council) ..	..	12	..	..	..	..	12	G.m,mi,su. ..	..	..	*See* under Haddington County Technical Education Committee.							..
Prestonkirk S.B.	..	..	..	..	..	..	..	..	..	..	19 1 10	20 1 10	1 0 0	10 1 0	9 0 0	..	..	0 0 10
East Linton	..	25	..	..	..	..	25	C.a,b,c.										
Prestonpans.																		
Prestonpans (County Council)	..	16	..	..	..	..	16	G.d,m,mi,su. ..	..	..	*See* under Haddington County Technical Education Committee.							
Tranent S.B.	..	..	..	..	..	..	..	..	..	..	41 15 0	47 5 0	5 10 0	31 6 3	..	15 0 0	..	..
Tranent	37	37	..	..	..	..	74	C.a,b. E.m.										
INVERNESS.																		
Glenelg, S.B.	..	..	..	..	..	..	..	..	..	..	16 7 8	16 7 8	..	4 17 4	..	..	..	11 10 4
Glasnacardoch	17	..	..	..	..	..	17											
Inverness (Burgh) S.B. ..	..	..	..	..	..	..	..	..	..	..	388 15 5	409 7 5	20 12 0	291 11 7	..	..	..	97 3 10
High School	45	109	..	..	..	..	154	A.e. B.f,l. C.a,b,s. D.s(*p.t.*). E.m. F.s(*p.t.*).										

Technical School	..	134	..	..	..	..	134	G.d.H.c,l,n,w.														
Technical School (Local, Committee)	..	115	16	7	..	..	138	C.a. D.a,s(p.t.). F.b,c. G.bc,m,me,p.)	a,l.	..	254	10	4	319	6	6	39	7	6	163	4	8	200	0	0	..	147	14	0*	..		
Kilfarlity S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	24	5	6	24	5	6	..			19	5	11	..		..	..			4	19	7
Culburnie	..	89	..	..	..	..	89	A.c. C.a,b. E.mn.																							
KINCARDINE.																															
Arbuthnott, S.B. . ..	..	..	..	..	..	..	..	..	.. .. ..	..	.	31	19	4	37	3	9	..			23	19	6	..		..	.			13	4	3
Arbuthnott	..	14	..	..	..	..	14	H.w.																							
Bervie S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	.	23	3	0	23	3	0	..			12	8	10	..		..	..			10	14	2
Gourdon	37	..	..	..	..	..	37																								
Dunnottar S.B.	..	..	..	..	..	.	..	..	.. .. ..	..	..	35	13	10	35	13	10	..			22	11	6	..		..	..			13	2	4
Brackmuirhill	..	28	..	..	.	..	28	G.ag.																							
Fettercairn S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	47	19	11	47	19	11	..			35	19	11	..		.	..			12	0	0
Fettercairn	..	19	..	..	..	..	19	G.bb. H.cm,w.																							
Fetteresso & Rickarton S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	53	14	3	61	15	3	8	1	0	35	5	2	..		..	..			13	9	1
Cairnhill	18	..	..	..	..	..	18	E.mn. G.a.																							
Stonehaven	..	67	..	..	..	..	67	C.a,c,s. H.d.																							
Fordoun S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	59	6	7	59	6	7	..			31	12	8	.		..	.			27	13	11
Fordoun	..	16	..	..	..	..	16	C.a,s.																							
Landsend	..	17	..	..	..	..	17	H.w.																							
Glenbervie S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	17	7	10	17	14	4	0	6	6	9	12	1	.		..	..			7	15	9
Glenbervie	..	17	..	..	..	..	17	A.e. C.a.																							
Laurencekirk S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	60	15	7	60	15	7	..			45	11	8	..		..	..			15	3	11
Laurencekirk	..	39	..	..	..	..	39	C.b,s.																							
Redmyre	..	19	..	..	..	..	19	H.w.																							
KINROSS.																															
Kinross County Technical Education Committee	..	..	..	..	..	..	..	..	.. .. ..	..	..	158	16	10	193	4	4	34	7	6	119	2	7	39	14	3	..	..		..		
Blairingone	..	32	..	..	..	..	32	H.c.																							
Fossoway	..	42	..	..	..	..	42	H.a.																							
Kinross	..	124	..	..	..	..	124	C.a. G.bc,mc. H.d.																							
Orwell, Milnathort ..	..	60	..	..	..	..	60	H.a,n.																							
Portmoak, Kinnesswood ..	..	39	..	..	..	..	39	H.c,l.																							

* This includes a Credit Balance of £137 13s. 8d. brought forward from session 1904–5

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 61 and 62 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KIRKCUDBRIGHT.																		
Irongray, S.B.	..	..	..	..	..	..	..	..	..	..	13 1 11	15 5 9	2 3 10	9 16 5	..	..	..	3 5 6
Shawhead	21	..	..	..	..	..	21											
Kelton S.B.	..	..	..	..	..	..	..	..	..	..	49 14 7	54 19 9	1 2 6	31 12 3	..	..	..	22 5 0
Gelston	..	44	..	..	..	..	44	A.c,e,h. C.a,b,c,s, E.d,mn, G.g. H.a.										
Kirkcudbright S.B.	..	.	..	..	..	..	..	..	..	..	57 12 5	55 14 8	4 2 3	24 10 11	..	..	..	27 1 6
Johnstone	..	37	..	..	..	..	37	C.a,b,c. H.c.										
Kirkpatrick-Durham & Urr Combined S.B.	..	..	..	..	..	..	..	..	..	..	15 5 3	15 5 3	..	11 8 11	..	..	4 0 0	..
Crocketford	..	20	..	..	..	..	20	A.e,g,h. C.a,c. E.mn.										
New Abbey S.B.	..	..	..	..	..	..	..	..	..	..	23 7 6	23 7 6	..	8 6 8	..	..	..	15 0 10
New Abbey	15	..	..	..	..	..	15											
Troqueer S.B.	..	..	..	..	..	..	..	..	..	..	91 6 1	91 8 5	0 2 4	54 15 2	..	..	..	36 10 11
Laurieknowe	..	58	..	..	..	..	58	A.g. C.a,b,c,s,t,w. D.a. H.c,d.										
Urr S.B.	..	..	..	..	..	..	..	..	..	..	107 14 2	116 11 10	6 3 11	79 17 6	..	..	..	30 10 5
Dalbeattie	..	73	..	..	..	..	73	C.a,b,c,s,w. F.p. G.m. H.c,l,n,w.										
LANARK.																		
Airdrie (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	905 11 11	1,040 12 7	135 0 8	679 3 11	62 10 11	..	2 2 0	161 15 1
Academy	..	605	30	17	..	..	624	A.e. B.f,g,l. C.a,b,c,s,t. D.a. E.d,m. F.c. G.bc,d,ml,s. H.d,m.		i.								
Albert	75	..	..	..	..	..	75											
Victoria	100	..	..	..	..	..	100											

AVONDALE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	394	12	4	321	2	2	17	13	0	104	17	2	99	19	1	..	..	98	13	11
Strathaven Academy ..	..	144	..	..	..	..	144	C.a,b,c,s,t. D.a,s(*p.t.*). F.s,s(*p.t.*). G.ag. H.c,d.																			
BLANTYRE S.B	..	..	..	..	..	..	..	..	..	..	..	..	191	10	11	215	3	0	22	12	1	88	16	2	13	12	11	..	..	90	1	10
Auchinraith	94	87	..	..	..	12	193	C.b,s. H.a,c,d,n.			p.																				
BOTHWELL S.B.	..	..	..	..	..	.	..	..	..	..	..	..	1,084	13	10	1,090	0	7	5	6	9	743	14	4	181	2	1	..	..	209	17	5
Bellshill	134	181	..	..	..	..	315	C.b,s. H.c,d,n.																								
Bellshill Academy	..	44	..	..	..	..	44	E.m. F.c,p. G.a,bc,g,mi.																								
Bothwell	38	68	..	..	..	..	106	E.m. H.d,n.																								
Chapelhall	45	61	..	..	..	..	106	H.d,n.																								
Hamilton Palace Colliery	86	72	..	..	..	..	158	H.d,n.																								
Holytown	40	52	..	..	..	..	92	C.b,s. H.d,n.																								
Mmiredge	53	33	..	..	..	..	86	H.c,d.																								
New Stevenston	45	79	..	..	..	..	124	C.b,s. E.g,mn. H.d,m.																								
Tannochside	102	55	..	..	..	..	157	C.a. E.a,d,mn.																								
Uddingston Grammar School	..	126	..	..	..	..	126	A.e. C.a,b,f,p,s. F.c,p. G.bc,d,m,me, mi,s. H.d,n.																								
Elmwood Convent School ..	..	30	..	..	..	..	30	D.s(*p.t.*). F.s(*p.t.*).	..	..	..	79	11	3	86	16	3	..			38	17	6	..		..	47	18	9	..		
CADDER S.B.	..	..	..	..	..	..	..	..	..	..	..	159	3	2	164	3	2	5	0	0	91	10	11	..		..	..		67	12	3
Auchinairn	..	39	..	..	..	..	39	A.e. C.a,w. H.d,n.																								
Auchinloch	8	13	..	..	..	..	18	H.c,d.																								
Bishopbriggs	..	55	..	..	..	..	55	C.a. D.a E.a,g,mn. Hd.																								
Chryston	..	42	..	..	..	..	42	A.e. C.a,b,s. H.d,m,n.																								
CALDERHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	91	7	4	95	5	4	3	18	0	68	10	6	2	11	4	..	..	20	5	6
Dykehead	61	68	..	..	..	..	129	A.e. C.a. D.a. E.mn. G.g. H.n.																								
CAMBUSLANG S.B.	..	..	..	..	..	..	..	..	..	..	..	983	16	0	1,082	5	1	18	5	10	461	9	4	110	3	1	..	..	442	6	10
Cambuslang	60	287	15	7	..	59	408	E.m. G.bc,d,mi. H.a,c,d,m,n,t.	c.	p.																						
Hallside	25	162	12	..	..	44	243	A.e. C.b,s. E.m. H.d,m,n.	f.	p.																						
Newton..	125	88	..	..	..	59	262	C.a,g,s. E.a,mn. G.d,mi. H.a,c,d.		p.																						
CAMBUSNETHAN S.B.	..	..	.	..	..	..	..	..	..	..	..	1,496	4	6	1,546	16	8	50	12	2	1,026	17	8	224	11	0	..	..	244	15	10
Berryhill	148	168	..	..	..	..	316	A.e.B.f,l.C.a,b,s,t.E.m.F.m.G.d.H.d.																								
Cambusnethan	57	72	..	..	..	..	91	C.w. E.mn. H.d,n.																								
Newmains	41	91	..	..	..	..	132	A.e. C.s,b,s. D.a. E.m. H.d,n.																								
Waterloo	50	109	..	..	..	..	132	C,b. E.m. H.a,d,n.																								
Wishaw..	60	266	..	..	..	..	326	A.e. C.a,b,s,t. D.a. H.c,cm,d,m,n.																								
Wishaw Technical School ..	..	123	49	7	..	..	179	A.e. B.f,g,l. D.s(*p.t.*) E.m. F.c. G.su.	a,l.																							
CARLUKE S.B.	..	..	..	..	..	..	..	..	..	..	..	333	10	5	337	6	3	23	15	10	226	9	5	46	12	10	..	..	60	8	2
Carluke..	38	157	..	..	..	..	195	A.e. B.f,l. C.a,b,s. F.c,p. G.bc,m,mc. H.c,d,n.																								
Law	26	102	..	..	..	..	128	A.e. C.a,b,s. D.a. E.m. H.a,c,d,n.																								
CARSTAIRS S.B...	..	..	..	..	..	..	..	..	..	..	..	49	9	2	49	9	2	..			18	0	11	6	0	4	..	..	26	7	11
Carstairs Junction	..	53	..	..	..	..	53	G.mc. H.d,n.																								

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LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (excluding First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
CLARKSTON S.B.	..	..	..	..	..	..	..	..	..	..	214 3 5	225 7 2	..	160 12 7	..	..	..	64 14 7
Calderoruix	80	..	..	..	..	..	80											
Clarkston	100	58	..	..	..	..	158	H.d,m.										
Drumbreck	76	..	..	..	..	..	76											
CRAWFORD.																		
Crawford	..	24	..	..	..	..	24	H.a.			14 4 7	16 15 7	2 11 0	4 8 6	..	..	9 16 1	..
CRAWFORDJOHN S.B.	..	..	..	..	..	..	..	..	..	..	46 1 6	49 11 6	..	27 1 6	9 0 6	..	..	13 9 6
Abington	..	42	..	..	..	..	42	A.e,g. C.a. D.a. H.d.										
Abington (Local Committee)	..	16	..	..	..	..	16	H.a.			17 13 9	18 5 3	..	4 10 10	..	..	13 14 5	..
DALSERF S.B.	..	..	..	..	..	..	..	..	..	..	90 12 0	90 12 0	..	67 19 0	17 1 0	..	..	5 12 0
Dalserf	31	13	..	..	..	..	44	H.d.										
Shawsburn	40	51	..	..	..	..	91	G.mi, su. H.d.										
DALZIEL S.B.	..	..	..	..	..	..	..	..	..	.	1,534 19 6	1,665 17 4	130 17 10	989 14 9	..	..	.	545 4 9
Craigneuk	36	..	..	..	..	..	36											
Dalziel	92	..	..	..	..	..	92											
High School	28	494	130	36	20	..	708	A.e,p. B.f,g,gr,l. C.b,s,t. D.a,s(*p.t*). E.d. F.c,me. G.bc,st. H.c,d,l, m,t,w.	I.									
Merry Street	312	289	..	..	..	..	601	C.b,s. G.a,g,m. H.a,c,d,m,n.										
Muir Street	70	108	..	..	..	..	178	G.m. H.d.										
DOUGLAS S.B.	..	..	..	..	..	..	..	..	..	..	59 17 6	66 15 0	6 17 6	43 12 9	6 7 3	..	..	9 17 6
Douglas	..	58	..	..	..	..	58	A.c,g. C.a,b. E.g,mn. H.c,d.										
DOUGLAS WATER S.B. ..	..	..	..	..	..	..	..	..	..	.	55 3 10	55 3 10	..	41 7 11	..	..		13 15 11
Douglas Water .. .	36	40	..	..	..	42	80	C.b. E.m. G.d. H.d,m.	..	m.								

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EAST KILBRIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	39 11 6	42 17 6	3 6 0	18 5 6	6 1 10	..	..	15 4 2
East Kilbride	..	30	..	..	..	..	30	A.e. E.mn, G.a,d. H.n.													
GLASGOW (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	14,836 12 7	18,675 4 11	3,795 16 4	10,652 10 11	..	..	340 0 0	3,836 17 8
Abbotsford	..	382	11	1	..	22	406	A.e. B.f,gr,l. C.a,b,c,s. E.m. F.h. G.m. H.d,m,n,s.	l.	m.											
Adelphi Terrace ..	..	283	130	.	..	..	204	469	C.s. E.a,mn. H.d,m,n, w.	..	..	p.									
Calton	..	161	181	..	..	..	..	342	A.e. C.a,b,c,s. H.d,m,n.												
Camden Street ..	..	105	297	..	..	..	..	402	C.b,s. F.h. H.c,d,m,n,s.												
Crookston Street ..	..	201	236	19	6	..	..	543	A.e. B.f. C.a,b,s. H.c,d,m,n.	..	l.										
Dunard Street ..	..	178	370	..	..	..	66	540	A.e. C.a,b,p,s,t. G.m. H.d,n.	..	..	p.									
Girls' High School ..	..	..	24	..	..	..	13	37	F.c,h.	..	..	p.									
Gorbals	..	188	275	21	..	..	..	474	C.b,s. E.m. G.g. H.c,d,m,n.	..	a,l.										
Grove Street ..	..	121	361	..	..	..	..	453	C.b,s. E.m. H.c,d,m.												
High School	..	..	705	51	4	..	130	835	A.e,g,p. B.ga. C.a,b,c,s,w. E.m. G.m.	a,l,l.	e,m,p.										
John Street, Bridgeton ..		133	796	94	23	..	63	1016	A.e. B.f,g. C.a,b,s. E.m. F.p. H.c,d, e,m,n,w.	a,l.	p.										
Kennedy Street ..	..	129	110	..	..	..	126	319	A.e. C.a,b,p,s,w. E.m. H.d,m. ..	..	m,p.										
Kent Road	..	155	713	48	18	..	54	945	A.e. C.a,b,s. D.a. E.m. G.a,m. H.c, e,n,w.	a,l.	m,p,wc.										
Keppochhill	..	68	123	..	..	..	..	191	A.e. C.a,b,s. D.a. E.m. H.d,m,n.												
Milton	..	117	58	..	..	..	..	175	C.b,s. H.c,d,m,w.												
Napiershall	..	139	513	45	..	..	33	673	A.e. C.a,b,c,s. E.m. G.a,g. H.s,c,d, m,n.	l.	p.										
Newlands	..	95	114	..	..	..	47	239	A.c,e. C.a,b,c,p,s,w. E.mn. G.a. H.c, d,m,n.	..	p.										
Oakbank	..	74	85	..	..	..	27	157	A.e. C.a. E.m. G.a. H.d,m,n. ..	..	m.										
Oatlands	..	96	177	..	..	..	..	273	C.a,b,s. E.m. H.d,m,n.												
Petershill	..	114	370	28	18	..	18	543	A.e. C.a,b,c,s. E.mn. G.e,m. H.c,d,w.		i.	wc.									
Provanside	..	..	1417	54	2	8	30	1506	A.e,g,h. C.a,b,c,s. E.m. F.c,m,p. G. m. H.c,d,m,n,w.	a,l,l.	p.										
Pupil Teachers' Institute ..		..	337	..	..	..	..	337	A.e. B.f,l. D.s(*p.t.*). E.m. F.s(*p.t.*). H.n.												
Springburn	..	119	203	..	..	..	..	322	A.e. C.a. E.mn. G.a,d,m. H.c,d,m,n,s.												
Springfield	..	78	158	..	..	..	..	236	A.e. C.a,b,s. D.a. E.a,g,mn. G.d. H.c, d,m,n,w.												
Townhead	..	183	212	..	..	..	..	395	A.e. C.a,b,s. E.m. F.h. H.c,d,m,n,s.												
Tureen Street ..	..	186	92	..	..	..	72	258	A.e. C.a,b,s. H.w.	..	p, wc.										
Washington Street ..	..	100	96	..	..	..	..	196	A.e. C.a,b,s. E.m. H.c,d,m,n,w.												
Whitehill	..	81	1096	57	8	2	175	1332	A.e,p. B.gr,l. C.a,b,g,p,s,w. E.m. F.p. G.d,m,me,s. H.c,e,n,w. ..	a,l,l.	e,m,p. wc.										
Woodside	..	160	909	75	18	..	250	1299	C.a,b,s,w. D.a. E.m. F.c. H.c,d,m, n,s,w.	a,l.	m,p,wc.										
Charlotte Street Convent School.	..	80	..	..	..	..	80	D.s(*p.t.*). F.s(*p.t.*).	..	..	176 11 4	205 0 4	..	132 8 6	..	..	72 11 10	..
St. Mungo's Academy R.C. ..	..	55	..	..	..	..	55	D.s(*p.t.*). F.s(*p.t.*).	..	..	109 7 0	136 2 6	1 5 6	82 0 8	..	..	52 16 9	..
School of Cookery and Domestic Economy.	..	40	..	..	..	..	40	F.h.	..	..	14 13 0	28 13 0	14 0 0	10 19 9	..	..	3 13 3	..
United Y.M.C.A. (Christian Institute).	..	675	..	..	..	72	747	A.e, B.f,g. C.a,b,c,p,s,t,w. G.m,mc. H.c.	..	e,p.	386 5 4	876 17 10	363 2 6	289 14 0	146 0 0	..	78 1 4	..
United Y.M.C.A. (Govan Section).	..	69	64	19	..	..	152	E.m. G.g,na.	i.	..	190 14 0	247 11 6	56 17 6	143 0 6	50 0 0	..	4 3 0	..
United Y.M.C.A. (Southern Section).	..	144	..	..	..	..	144	A.e. B.f,g,l. C.a,b,s,w. E.m. G.g,m, mc.	..	—	89 3 8	161 17 11	92 14 3	61 11 0	..	..	27 12 3	..

List of Continuation Classes—*continued.*

Name of Continuation Class Centre	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 61 and 63 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance: Subscriptions or other Sources.	Balance: Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Govan S.B.	..	..	..	..	..	..	..	..	..	..	6,052 9 0	7,499 15 5	1,427 19 3	4,539 6 9	..	..	120 0 0	1,412 9 5
Bellahouston Academy	..	523	90	15	..	24	634	A.e. C.a,b,p,s,t. E.m. F.c.m. H.W.	s,l,l.	m.								
Copeland Road	..	86	76	..	..	..	162	A.e. C.a, H.c,d,m,n,w.										
Fairfield	..	155	201	8	..	..	394	A.e. B.f, C.a, b,s, E.m, H.d, m,n.	..	l.								
Govanhill	..	153	..	..	..	..	153											
Hillhead	..	..	212	10	..	..	222	A.e. B.f,g, C.a,b,p,s,t. E.m.		l.								
Hill's Trust	..	50	..	..	..	..	50											
Lambhill Street	..	88	..	..	..	..	88											
Lorne Street	..	25	97	..	..	..	222	H.c,d,l,m,n.										
Partick, Hamilton Crescent	..	533	52	..	..	106	654	A.e,B.f,g, C.a,b,p,s,t. E.m.F.m, H.w.	s,l,l.	e,m,p,wc								
Partick, Rosevale Street	..	154	..	..	..	..	154											
Partick, Stewartville	..	88	193	..	..	..	281	H.c,d,l,m,n.										
Pollokshields, Albert Road	..	431	13	11	..	..	440	A.e.C.a,b,s,t. E.m,F.c,m,n,H.c,d,m,n.	s,l.									
Pupil Teachers' Institute	..	217	..	..	..	..	217	D.s(*p.t.*). F.s(*p.t.*).										
Strathbungo	..	..	987	80	20	8	75	1105	A.e.C.a,b,p,s,t. E.m. H.c,d,m,n,w.	s,l,l.	e,m.								
Whiteinch	..	113	34	..	..	..	..	147	H.c,d,m,n.										
Anderson's College Medical School	..	2	9	2	..	..	13	..	..	..	42 8 6	53 8 6	11 0 0	1 16 4	7 10 0	..	3 2 2*	..
Dowanhill Academy, Roman Catholic	..	183	..	..	..	57	183	A.e,g,h. B.f. C a. D.s, s (*p.t.*). E.s. F.h, pl,s,s(*p.t.*). H.e,n.	..	m.	537 1 0	587 1 0	..	402 15 9	..	50 0 0	84 5 3	..
Hamilton (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	2,479 6 0	2,714 10 9	223 7 3	1,859 9 6	..	..	..	631 14 0
Academy	..	247	100	61	59	16	483	C.p,s, D.s,s(*p.t.*). F.c,h,m. G.bc,br, el, mc, me, mi,s. H.s,b,c,n,w.	s,c,d,l.	p.								
Beckford Street	..	43	57	..	..	41	105	C.s,b,c,s. D.s. H.s.	..	m.								
Beat Road	..	24	257	12	..	..	293	H.s,c,d,l,m,n.	d.									
St. John's Grammar School		27	33	..	..	..	60	A.e. D.s. G.s,d,m. H.w.										
Hamilton (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	1,059 3 9	1,085 19 5	26 15 8	626 18 5	46 18 10	..	..	385 6 6
Fernlegair	..	50	108	..	..	..	108	D.s. E.m. H.s,c,d.										
Glenlee	..	59	229	..	..	..	288	A.e. C.b,s. D.s. E.m. H.s,c,d,n.										
Greenfield	..	41	165	..	..	..	206	C.s. E.g,m. G.ml. H.s,d,m.										

Low Waters	..	..	..	..	222	..	..	..	..	235	A.e. C.a,b,s. D.a. F.c,p. G.d,m,mi,su. H.s,c,d,l,n.																		
Quarter..	..	..	..	29	60	..	..	..	..	89	E.a,mn. H.a,d.																		
LANARK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..															
Grammar School	..	..	23	100	..	..	..	..	118	C.a,b. F.s. H.c,d,w.																			
Grammar School (County Cnl.)		..	..	27	..	..	..	..	27	D.a(*p.t.*). F.s(*p.t.*).	..	..	..	*See* under		Lanark		County		Technical		Education		Committee.					
LANARK (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	21	2	6	21	2	6	..		11	18	11	3	19	8	..	..	5	3	11
New Lanark	..	..	..	..	86	..	..	..	..	86	H.d,n.																		
LANARK COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	..	..	..	229	15	1	273	5	1	43	10	0	111	4	7	118	10	6	..	..	..	..	
Airdrie (Burgh) Academy	..	..	..	40	..	..	..	..	40	D.a(*p.t.*). F.s(*p.t.*).																			
Lanark (Burgh) Grammar School	..	..	..	..	27	..	..	..	..	27	D.a(*p.t.*). F.s(*p.t.*).																		
LARKHALL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	826	17	4	844	9	10	..		620	8	0	142	13	0	..	..	81	13	10
Academy	..	..	145	596	38	26	..	..	771	D.a,s(*p.t.*). E.m. F.c. G.ag,bc,m. H.b,c,d,l,m,n,t.	c,l.																		
LESMAHAGOW S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	96	18	0	96	18	0	..		38	19	10	33	1	11	..	..	24	16	3
Bellfield	..	..	..	..	34	..	..	..	..	34	A.e. E.m. G.m,mi,su.																		
Senior	..	..	..	22	14	..	..	..	..	36	E.m.																		
MARYHILL S.B.	..	..	.	..	..	..	..	..	..	..	..	..	..	329	16	4	370	18	4	41	2	0	213	10	0	..		..	..	116	6	4
Possilpark	..	..	..	24	148	12	5	..	..	187	A.e. C.a,b,g,s,t. D.a. E.m. G.bc,g,mc. H.d,m.	f.																		
OLD MONKLAND S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	2,455	5	11	2,974	3	4	512	11	5	1,841	9	5	259	2	5	..	3 13 5	357	6	8
Baillieston	..	..	..	47	19	..	..	..	..	66	H.c,n.																		
Bargeddie	..	..	..	..	60	..	..	..	..	60	A.e,g,h. C.a. E.mn. H.c,n.																		
Calderbank	..	..	..	48	..	..	..	..	..	48																			
Coatbridge	..	..	..	..	192	..	..	..	..	192	A.c,e. C.a,b,w. H.c,d,m,n.																		
Coatbridge Langloan		..	46	..	..	..	..	..	..	46																			
Coatbridge Technical School		..	..	297	155	117	25	..	..	594	..	..	..	a,c,l.															
Coatdyke	..	..	..	50	7	..	..	..	..	57	H.d.																		
Gartsherrie Works	..	..	..	73	..	..	..	..	..	73																			
Mount Vernon	..	..	..	..	34	..	..	..	..	34	A.e. C.a. H.c,d.																		
West Maryston	..	..	..	..	52	..	..	..	..	52	A.e. C.a,b,g. H.c,n.																		
Whifflet	..	..	..	88	32	..	..	..	..	120	H.c,d.																		
RUTHERGLEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	263	14	9	281	3	6	17	8	9	186	19	4	..		..	..	76	15	5
Macdonald	..	.	..	94	163	..	..	..	..	257	C.a,b,c,s. D.a. G.m. H.c,d,m,n.																		
Stonelaw	..	..	..	..	18	..	.	..	..	18	D.a(*p.t.*).																		
SHETTLESTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	500	19	7	549	2	7	46	3	0	375	14	8	10	16	8	..	..	114	8	3
Wellshot	..	..	..	120	397	15	9	..	32	511	C.a,b,c,s. D.a,s(*p.t.*). G.p. H,c,d,n.	i.	p.																		
SHOTTS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	375	13	4	383	7	11	7	9	7	195	13	0	29	16	11	..	..	150	8	5
Benhar	..	..	.	..	69	71	..	..	..	..	109	C.a. E.m. F.m. H.a,c.																			
Cleland and Omoa		..	..	61	106	..	..	..	26	172	A.e. C.s. G.bc,mi. H.c,m,n.	..	..	p.																	
Greenhill	..	..	..	32	..	..	..	..	..	32																					
Harthill	..	..	..	43	..	..	..	..	..	43																					
Shotts	..	..	..	30	20	..	..	..	..	50	G.mi.																				

* This includes a credit balance of 2s. 6d. brought forward from Session 1904–5.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 58 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.	
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
LINLITHGOW.																			
Bathgate (Burgh) S.B.	..	..	..	..	..	..	..	—	..	..	140 13 2	150 6 5	9 13 3	96 17 9	..	..	..	43 15 5	
Bathgate	88	152	..	..	..	..	240	E.a,g mn. G.a,m. H.c.											
Bathgate (County Council) ..	..	156	12	5	..	..	178	C.s. D.s(*p.t.*). E.d. F.m. G.m,mi,s,su.	i.		*See* under	Linlithgow County Technical Education Committee.							
Bathgate (Landward) S.B. ..	..	..	..	..	..	..	..	—	..	..	79 11 11	81 17 11	2 6 0	57 13 4	..	..	..	21 18 7	
Armadale	45	85	..	..	..	..	130	E.a,mn. G.a,g. H.a,d.											
Bo'ness & Carriden.																			
Bo'ness (County Council) ..	..	59	32	12	..	..	103	F.c.	c,i.	..	*See* under	Linlithgow County Technical Education Committee.							
Dalmeny S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	67 14 7	68 9 7	0 15 0	20 4 1	—	..	..	47 10 6	
Dalmeny	..	16	..	..	..	..	16	A.e. C.a.											
South Queensferry	..	22	..	..	..	..	22	C.a,c,w. E.mn.											
Kirkliston S.B.	..	..	..	..	.	..	..	.. .. ..	..	..	35 0 1	36 6 1	1 6 0	19 1 2	..	..	..	15 18 11	
Winchburgh	20	20	..	..	..	..	33	G.m.											
Kirkliston (County Council) ..	..	16	..	..	..	..	16	H.c.			*See* under	Linlithgow County Technical Education Committee.							
Linlithgow.																			
Linlithgow (County Council)..	..	78	22	14	..	..	114	G.el,m su. . ..	c,i.	..	*See* under	Linlithgow County Technical Education Committee.							
Linlithgow County Technical Education Committee.	..	..	..	..	..	..	..	.. .. ..	..	..	964 12 2	997 19 7	18 2 0	545 3 8	434 13 11	..	..	..	
Bathgate	..	156	12	5	..	..	178	C.s. D.s(*p.t.*). E.d. F.m. G.m,mi,s,su.	i.										
Bo'ness	..	59	32	12	..	..	103	F.c.	c,i.										
Kirkliston	..	16	..	..	..	..	16	H.c.											
Linlithgow	..	78	22	14	..	..	114	G.el,m,su.	c,i.										
Torphichen	..	21	..	..	..	..	21	H.c.											
Torphichen, Blackridge ..	..	12	..	..	..	..	12	H.c.											
Uphall, Broxburn	..	53	40	21	..	..	114	G.su.	c.i.										

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Torphichen S.B.	..	..	..	..	..	..	..	..	..	..	..	..	54	7	2	54	7	2	.	88	9	3	..	..	..	15	17	11
Westfield	11	3	..	..	..	..	14	E.a,mn.																				
Woodand	38	34	..	..	..	..	55	E.a,mn.																				
Torphichen (County Council)	..	21	..	..	..	..	21	H.c.	..	..	..		*See under Linlithgow County Technical Education Committee.*															
Torphichen Blackridge (County Council).	..	12	..	..	..	..	12	H.c.	..	.	..	..	do.							do.								
Uphall S.B.	..	..	..	..	..	..	..	..	..	..	..	208	0	1	218	15	10	7	18	9	91	5	11	8	5	11	..	..	111	10	8
Broxburn	62	64	..	..	..	..	126	A.e.C.a,b,g. E.mn. G.m. H.c,n.																				
Uphall	19	14	..	.	..	..	28	C.b,c,g. G.m.																				
Uphall, Broxburn (County Council).	..	53	40	21	..	..	114	G.su.	.	c,i.	..	*See under Linlithgow County Technical Education Committee.*																
Whitburn S.B.	..	..	..	..	..	..	..	..	..	..	..	54	17	2	55	4	8	0	7	6	31	18	5	..		..	..	22	18	9
Fauldhouse	30	19	..	..	..	..	42	E.a,g.																				
Whitburn	22	15	..	..	..	..	37	E.a,mn.																				
NAIRN.																												
Cawdor S.B.	..	..	..	..	..	..	..	..	..	..	..	23	15	0	23	15	0	..			14	17	3	..		.	..	8	17	9
Cawdor	..	25	..	..	..	..	25	A.g, C.a,w. F.n.																				
Nairn (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	..	45	0	6	45	0	6	..			20	15	6	..		..	..	24	5	0
Church Street	19	61	..	..	..	4	80	A.e C.a.b,g,w.	..	..	p.																	
Rose's Academical Institution	..	32	..	..	.	..	32	C.s. D.a (*p.t.*), G.bc.	..	..	..	42	5	6	44	7	6	2	2	0	11	3	7	45	2	3	..	81	8	6*	..	
ORKNEY.																												
Cross and Burness (including North Ronaldshay) S.B.	..	..	..	..	..	..	..	..	..	..	..	19	8	0	19	8	0	..			14	7	0	..		..	..	5	1	0
North Ronaldshay	23	..	..	..	..	..	23																					
Orphir S.B.	..	..	..	..	..	..	..	..	..	.	.	19	3	6	19	3	6	..			16	15	7	..		..	..	2	7	11
Kirbister	..	24	..	..	..	24	24	G.ag. H.n.	..	..	m.																	
South Ronaldshay and Burray S.B.	..	..	..	..	..	..	..	..	..	..	..	14	1	0	14	1	0	..			10	3	10	..		..	..	3	17	2
Tomison's	18	..	..	..	..	..	18																					
PEEBLES.																												
Innerleithen S.B.	..	..	..	..	..	..	..	..	..	..	..	59	16	11	63	6	2	1	0	0	44	17	8	..		..	..	17	8	6
Innerleithen	..	65	..	..	..	..	65	A.e. B.f. C.a,b,s. E.a. G.g.																				
Peebles.																												
Kingsland	11	69	..	..	..	..	80	C.b,s. D.a. G.bc,mc. H.c.		..	..	62	14	5	78	2	0	15	7	7	32	18	7	36	0	0	..	17	15	11*	..	
West Linton S.B.	..	..	..	..	..	..	..	..	..	..	..	20	16	0	22	9	0	1	5	0	9	19	8	..		..	..	11	4	4
West Linton	13	..	..	..	..	..	13																					

* These are Credit Balances brought forward from Session 1904–5.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH.																		
Alyth S.B.	..	..	..	..	..	..	..	..	..	..	53 7 3	53 7 3	..	13 3 1	36 17 0	..	13 3 5*	..
Alyth	..	40	..	..	..	..	40	C.b,s. D.a(*p.t.*). E.mn. F.s(*p.t.*). G. bc,g.										
Ardoch, S B.	..	..	..	..	..	..	..	..	..	..	19 5 0	19 5 0	..	9 13 0	..	..	..	9 12 0
Braco	..	16	..	..	..	..	16											
Auchterarder S.B.	..	..	..	..	..	..	..	..	..	..	63 18 0	63 18 0	..	31 18 4	12 0 0	..	..	19 19 8
Auchterarder	..	69	..	..	..	..	84	H.a,n.										
Blair Atholl S.B	..	..	..	..	..	..	..	..	..	..	29 10 7	29 10 7	..	8 5 10	16 0 0	..	..	5 4 9
Blair Atholl	..	11	..	..	..	..	25	H.n.										
Blairgowrie S.B	..	..	..	..	..	..	..	..	..	..	220 1 7	222 14 2	2 12 7	81 14 1	109 1 0	..	..	29 6 6
Blairgowrie	..	103	..	..	..	..	123	C.a,b,s. D.a(*p.t.*). E.m. F.s(*p.t.*). G.bc,e,g. H.d,m.										
Coupar Angus S.B	..	..	..	..	..	..	..	..	..	..	97 9 3	100 0 11	1 1 0	47 0 6	41 10 6	..	..	10 8 11
Coupar Angus	..	49	..	..	..	11	73	B.f. C.a,b,p,s. D.a. G.bc,m. H.c,l,n.	..	p.								
Crieff S.B.	..	..	..	..	..	..	..	..	..	..	64 17 9	68 5	3 7 6	27 8 11	..	..	.	37 8 10
Crieff	..	48	..	..	..	..	48	C.a,b,s,w.										
Dull S.B.	..	..	..	..	..	..	..	..	..	..	70 16 2	76 12 2	1 0 0	33 3 11	36 6 7	..	..	6 1 8
Aberfeldy	..	29	..	..	..	..	40	A.e,g. C.s,s. D.s.										
Dull	..	10	..	..	..	..	10											
Dunblane S.B.	..	..	..	..	..	..	..	..	..	..	220 6 9	248 16 6	9 11 3	121 12 8	78 19 3	..	.	38 12 10
Dunblane	..	117	..	..	..	24	148	C.a,c,s. D.a. G.bc. H.c,d,l,n,w.	..	m.								
Kinbuck	..	12	..	..	..	..	31	H.n.										

DUNKELD AND DOWALLY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	34	3	0	34	3	6	..	2	9	7	15	0	0	.	..	15	18	11
Royal	..	7	..	..	..	..	7	C.a,b. E.m.																						
DUNNING S.B.	..	..	..	..	..	..	..	..	..	..	..	..	23	13	2	23	13	2	..	9	12	1	9	0	0	..	..	5	1	1
Dunning	15	4	..	..	..	..	16	C.s.																						
FORTINGALL S.B. .. .	..	..	..	..	..	..	..	..	..	..	..	..	16	4	2	18	8	2	..	9	7	10	8	0	0	..	..	1	0	4
Fortingall	16	13	..	..	.	..	29	C.b. E.mn.																						
KENMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	19	19	11	19	19	11	...	7	9	2	7	0	0	..	..	5	10	9
Acharn	9	..	..	..	..	..	9																							
KILMADOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	73	5	2	74	13	2	1	8	0	41	1	5	24	3	3	..	..	8	0	6
Deanston	..	42	..	..	..	..	42	H.d,n.																						
Doune	..	30	..	..	..	..	30	C.s. H.n.																						
KINLOCH RANNOCH S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	21	16	2	21	16	2	..	4	10	0	8	0	0	..	..	9	6	2
Kinloch Rannoch	..	4	..	..	..	..	4	F.m. G.me,s.																						
KIRKMICHAEL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	14	0	0	14	0	0	..	7	2	0	..			..	..	6	18	0
Ballintuim	18	..	..	..	..	..	18																							
LITTLE DUNKELD S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	39	17	6	40	7	8	..	15	8	7	19	0	0	..	..	6	4	1
Little Dunkeld	..	13	..	..	..	..	13	A.e., E.m.																						
Murthly and Airntully ..	..	10	..	..	..	..	10	C.a,b. E.mn. G.d.																						
MOULIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	71	3	6	75	3	6	4	0	0	19	9	1	35	0	0	..	..	16	14	5
Pitlochry	8	28	..	..	..	..	36	C.a,s,w. F.s. G.m. H.d.																						
PERSIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	23	3	0	23	3	0	..	17	7	3	7	0	0	..	..	..		
Blackwater	14	15	..	..	..	..	29	C.a,b,g,w. E.g,m,mn. Hn.																						
Strone of Cally	..	5	..	..	..	..	5	A.e. C.a. Da.																						
PERTH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	1413	12	11	1642	4	11	228	12	0	1060	4	8	..			..	..	353	3	3
Academy	..	158	45	33	..	..	236	A.e. B.l. D.a(p.t.). F.b,m,s(p.t.). H.i. ..	..	a,i,l.																				
Caledonian Road	156	1202	..	..	..	17	1358	C.b,p,s,t. H.c,d,l,m,n.	..	..	m.																			
Southern District	130	115	..	..	..	36	245	A,c,e,g. C.a,b,s. ..	..	..	p.																			
Sharp's Institution	..	184	32	19	7	..	242	C.t. D.a. G.p. H.w.	..	a,c,i,m,s.	..		360	18	5	420	7	11	59	9	6	270	13	10	..			..	188	10	7†	..	
ST. MARTIN'S S.B.	..	..	..	..	..	..	..	..	..	..	..	..	23	10	0	26	6	4	..	17	6	6	10	0	0	..	..	..		
Balbeggie	34	..	..	..	..	..	34																							
Guildtown	12	..	..	..	..	..	12																							
RENFREW.																														
CATHCART S.B.	..	..	..	..	..	..	..	..	..	..	..	..	567	12	2	728	10	8	160	18	6	334	13	9	..			..	..	232	18	5
Cathcart	..	60	..	..	..	..	60	C.a,b,c,s. H.d,m. ..																						
Queen's Park	..	419	..	..	..	12	431	A.e. B.f,g. C.a,b,s. D.a, F.s. G.bc, d,m. H.c,d.m,n. ..	..	..	wc.																			

* This is a credit balance brought forward from Session 1904–5.

† This includes a credit balance of £85 1s. 3d. brought forward from Session 1904–5.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under 2:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*																		
Eastwood S.B.	..	..	..	..	..	..	..	..	..	..	573 8 2	630 0 8	55 2 6	353 3 6	0 10 0	..	..	221 4 8
Pollok Academy	34	111	..	..	..	145		A.e. C.a,b,s. G.m. H.c,d,m,n.										
Shawlands Academy	29	221	10	..	..	40	300	A.e. B.f. C.a,b,s. F.p. G.m. H.c,d, m,n.	c.i.	p.								
Thornliebank	16	93	..	..	..	55	113	A.e. C.a,b,s. D.a. H.d,m,n.	..	p.								
Gourock S.B.	..	..	..	..	..	..	..	..	..	..	124 15 2	127 5 2	2 10 0	71 3 8	..	..	..	53 11 6
Central	17	90	..	..	..	26	127	A.e. C.a,b,s. E.g. H.c,d.m.	..	m.								
Greenock (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	2463 15 9	2717 14 5	244 17 10	1847 16 10	2 10 0	..	..	622 9 9
Ardgowan	..	219	..	..	..	..	219	A.e. B.f,g,l. C.a,b,p,s,t. E.a. H.n.										
Belville Place	35	73	34	..	..	..	142	B.f. C.a,b,s.	..	i.								
Highlanders' Academy	56	155	..	..	..	..	211	C.a,b,s.	..	i.								
Helmscroft	61	228	..	..	..	..	289	C.b,s. H.d,n.										
Mearns Street	74	166	15	12	..	..	267	D.s. E.s,mn. G.s,d.	..	c.								
Oral School for the Deaf	..	13	..	..	..	..	13	A.e. C.s,w. H.n,w.										
Pupil Teachers'	..	32	..	..	..	..	32	D.s(*p.t.*). F.s(*p.t.*).										
St. Andrew's Square	..	81	..	..	..	..	81	H.d,n.										
Technical School	..	357	257	108	52	..	774	H.c.	..	a,i,s.							..	
Inverkip S.B.	..	..	..	..	..	..	..	..	..	..	13 10 0	14 5 0	0 15 0	7 5 4	..	..	..	6 4 8
Inverkip	..	16	..	..	..	..	16	E.mn, F.b. G.g.										
Kilbarchan S.B.	..	..	..	..	..	..	..	..	..	..	288 3 0	291 16 0	3 13 0	179 5 0	6 10 0	..	..	102 8 0
Bridge of Weir	30	110	..	..	..	..	140	C.a,b,s. E.m. H.a,c,d,n.										
Kilbarchan	26	103	..	..	..	..	129	C.b,s. G.m,mc. H.c,d,m.										
Linwood	36	..	..	..	..	..	36											
Kilmacolm S.B.	..	..	..	..	..	..	..	..	..	..	23 5 0	24 10 0	1 5 0	9 10 7	..	..	..	13 14 5
Kilmacolm	..	32	..	..	..	..	32	C.a. E.mn. H.n.										

Orphan Homes of Scotland School	209	104	..	..	..	13	210	G.n. H.a,c,e.	..	..	m.	156	6	2	156	6	2	..	117	4	7	3	10	0	..	35	11	7	..	
LEVERN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	60	10	6	62	12	6	..	34	7	4	..	..	..	..	23	5	2
Levern	..	..	..	21	23	..	..	..	.	43	E.m. H.n.																				
LOCHWINNOCH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	117	3	4	117	3	4	..	87	17	6	4	14	9	..	..	24	11	1
Lochwinnoch	..	..	..	65	92	..	..	..	..	157	D.a. H.d,n.																				
MEARNS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	5	4	34	6	10	4	1	6	18	4	5	..	..	..	12	0	11
Mearns	..	..	..	..	29	..	..	..	..	29	A.e. C.a,b,s.																				
NEILSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	634	3	9	655	13	5	16	0	0	456	2	0	2	10	0	..	..	181	1	5
Barrhead	..	..	..	..	226	..	..	..	..	226	D.a. F.s. G.bc,m,mc. H.a,c,d.																				
Cross Arthurlie	..	..	145	..	..	..	..	57	188	..	..	..	p.																		
Grahamston	..	..	..	35	12	5	4	..	56	..	..	..	c.																		
Neilston	..	..	30	69	..	..	..	15	103	H.a,c,d.	..	..	..	p.																	
Uplawmoor	..	..	18	14	..	..	..	..	32	H.a.																					
PAISLEY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1696	19	8	1945	2	2	248	2	6	1272	14	9	1	10	0	..	9	16	0	412	18	11
Camphill	..	..	..	266	25	..	..	21	312	D.a,s(*p.t.*). F.s. G.g.			i.	p.																	
Carbrook Street	..	..	161	256	..	..	..	..	417	A.e. C.a,b,s. H.c,d,n,w.																					
East	..	..	..	170	145	..	..	..	..	315	A.e. C.a,b,s.																				
George Street Central	..		69	..	..	..	..	..	..	69																					
North	..	..	..	101	..	..	..	..	..	101																					
Oakshaw	..	..	..	..	733	..	..	..	..	733	A.e. B.f,g. C.a,b,c,s,t. H.c,d,n,w.																				
South	..	..	..	95	..	..	..	..	..	95																					
St. Margaret's Convent School		..	..	44	..	..	..	..	..	44	D.a(*p.t.*). F.s(*p.t.*).	..	..	..	87	8	9	93	6	5	5	13	6	65	11	7	..	..	..	22	1	4	..	
Technical School	..	..	..	403	91	43	21	..	558	A.e. B.f,g. D.a,s(*p.t.*) E.d m. F.c,m,p. G.ag,bc,br,el,m,mc,me,na,s.			a,i.	..	2834	5	11	2872	9	5	405	1	0	1296	16	0	1007	18	1	765	8	8	1219	12	1*	..	
PAISLEY (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	331	14	4	426	11	11	44	17	7	283	19	0	..	..	..	..	97	15	4
Cardonald	..	..	..	37	..	..	..	..	37	H.a,c.																					
Elderslie, Wallace	..	..	7	33	..	..	..	..	40	C.a,c. E.g. H.c.																					
Inkermann	..	..	24	35	..	..	..	29	58	C.a,b,c. H.a,c,n.	..	..	..	m.																	
Johnstone	..	..	111	182	..	..	..	..	293	C.b,s,t. D.a(*p.t.*), G.m,mc,me. H.a,c,d,n.																					
Nethercraigs	..	..	..	43	..	..	..	25	68	G.m. H.d	..	..	..	m.																	
PORT GLASGOW (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	426	5	9	508	10	9	82	5	0	319	14	4	54	10	0	..	..	52	1	5
Chapelton	..	..	..	51	..	..	..	..	51	G.a,d. G.na.																					
Jean Street	..	..	90	341	..	..	..	..	431	B.f,g. C.b,s. G.b,bc,g,m,mc,me,na,s. H.c,d,n.	..	..																					
Boys' Brigade	..	..	..	29	..	.	..	51	51	H.a.	..	..	..	p.	19	16	4	36	12	9	..			14	3	2	..	15	0	0	9	7	..	
RENFREW (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	104	13	1	113	17	11	9	4	10	37	3	9	..	..	..	..	67	9	4
Blythswood Testimonial	..	16	27	..	..	..	..	43	E.m. G.g,mc,na.																						
RENFREW (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	260	18	9	266	3	5	5	4	8	195	14	1	..	..	..	..	65	4	8
Moorpark	..	..	..	43	112	..	..	..	..	155	C.p,s. D.a. G.m. H,c,d,n.																				
Oswald	..	..	..	44	20	..	..	..	..	57	H.d,m.																				

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROSS and CROMARTY.																		
Edderton S.B.	..	..	..	..	..	..	..	..	..	..	7 1 7	11 3 2	..	6 3 11	..	..	..	4 19 3
Edderton	..	7	..	..	..	..	7	H.w.										
Fodderty S.B.	..	..	..	..	..	..	..	..	..	..	20 17 0	22 9 0	..	11 2 1	..	..	..	11 6 11
Fodderty	24	18	..	..	..	28	36	E.mn. G.g.		m.								
Knockbain.																		
Arpafeelie, St. John's Episcopal School	..	18	..	..	..	16	18	C.b,s. G.h.		m.	21 16 0	23 1 6	1 5 6	10 7 6	..	..	11 8 6	..
Ross and Cromarty County Secondary Education Committee	..	..	..	..	..	..	..	..	..	..	24 15 8	70 18 2	..	21 13 8	49 4 6	..	..	..
Stornoway, Nicolson Institute	..	24	..	..	..	..	24	F.s(*p.t.*).										
Rosskeen S.B.	..	..	..	..	..	..	..	..	..	..	26 17 11	28 2 11	..	21 1 8	10 0 0	..	..	..
Invergordon Academy	..	10	..	..	..	..	10	F.s(*p.t.*)									..	
ROXBURGH.																		
Ancrum S.B.	..	..	..	..	..	..	..	..	..	..	14 6 0	14 6 0	..	8 2 7	..	..	..	6 3 5
Sandystones	..	14	—	..	..	..	14	A.g. C.a,s,w.										
Hawick (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	703 17 10	775 11 0	40 7 10	436 12 4	..	..	42 12 0	255 18 10
Buccleuch	89	129	..	..	..	..	218	C.a,b,c,s,t. H.c,d,n.										
Buccleuch Memorial Institute	..	190	25	14	12	..	238	B.f.g. D.a,s(*p.t.*). E.mn. F.c,m,s, s(*p.t.*) G.bc,d,m,me. H.a.	a,i.									
Kelso S.B.	..	..	..	..	..	..	..	..	..	..	20 0 6	20 8 0	0 7 6	15 0 4	..	..	..	5 0 2
Kelso	..	31	..	..	..	..	31	A.c, C.a,s. D.s.										

SELKIRK.																												
GALASHIELS (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..		702	5	2	821	12	2	87	13	10	517	9	2	..	..	65	0	0	211	9	2
Roxburgh Street	..	..	68	239	8	8	..	..	363	B.f,g. C.a,b,s. D.s(*p.t.*). G.m,mc. H.a,c,d,w.		a.																				
Technical School	..	..	..	98	25	13	8	..	144	F.p. G.bc,e.		l.																				
SELKIRK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	150	1	5	195	5	9	16	2	1	107	18	4	20	0	0	..	9	8	5	42	1	11
Junior	..	..	..	..	..	76	..	..	..	..	76	H.c,d.																							
Selkirk	..	..	..	..	35	36	..	..	..	..	71	C.b. E.a. G.w.																							
SHETLAND.																																			
DUNROSSNESS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	58	11	0	58	11	0	.			44	1	7	..	..	..		..			14	9	5
Bigton	..	..	..	..	..	30	..	..	..	28	47	C.b,w. E.g. G.n.	m.																						
Levenwick	..	..	..	..	13	15	..	..	..	..	15	E.g. G.n.																							
NESTING, LUNNASTING, WHALSAY AND SKERRIES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	74	7	5	75	6	1	..			52	18	2	..			..				22	7	11
South Nesting	..	..	..	..	..	35	..	..	..	37	37	A.e.	m.																						
Whalsay (Brough)	..	..	18	37	..	..	..	28	55	H.c,n.	m.																								
STIRLING.																																			
AIRTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	38	15	4	38	15	4	..			12	9	5	26	5	11	..	..		..			
Airth	..	..	..	..	..	15	..	..	..	..	15	H.d,m.																	..	..					
South Alloa	..	..	..	..	..	18	..	..	..	..	18	H.d,m.																							
BALFRON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	44	4	5	51	6	11	3	12	6	16	11	10	19	7	4	..	..			11	15	8
Balfron	..	..	..	..	..	38	..	..	..	..	38	D.a. G.m. H.c,d.m.																							
BUCHANAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	114	1	9	125	12	0	11	10	3	85	11	4	10	0	0	..	10	0	0	8	10	5
Buchanan	..	..	..	..	58	..	..	..	34	67	A.h. C.a. H.c,e,l,n.	m.																							
CAMPSIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	372	17	3	378	19	9	6	2	6	221	1	7	54	0	0	..	..			97	15	8
Craighead	..	..	..	..	32	..	..	..	..	32	C.a,b,c,s. D.a. G.d,m.[1]H.d,n.																								
Lennoxtown	..	..	..	36	113	..	..	..	..	149	C.a,b,s. D.a. G.d,m. H.d,n.	..																							
Torrance	..	..	..	10	39	..	..	..	33	44	A.c,h. C.s. E.a,mn. G.a,d. H.c.	..	..	m,p.																						
DENNY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	210	15	0	239	17	0	28	9	6	105	8	6	23	0	0	..	..			82	19	0
Denny	..	..	..	23	138	..	..	..	..	161	A.e. C.a,s. D.a,s (*p.t.*). H.c,d,m.																								
Longcroft	..	..	..	..	28	..	..	..	..	28	H.d.																								
DRYMEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	61	6	3	68	13	9	2	7	6	21	13	1	33	3	2	..	..			6	10	0
Drymen	..	..	..	..	32	..	..	..	..	32	E.mn. G.d. H.c,w.																								
FALKIRK (BURGH) S.B.																																			
Bainsford	..	..	..	89	..	..	..	..	28	90	..	..	..	p.	2050	18	6	2239	6	11	152	1	9	1319	11	1	..		50	0	0	35	2	0	682	12	1
Camelon	..	..	..	78	66	..	..	..	30	141	C.a,b,s,t. H.m,n.	..	..	p.																						
Comely Park	..	..	..	71	..	..	..	..	30	71	..	..	..	p.																						
Northern	..	..	..	..	258	..	..	..	14	272	A.e. C.a,b,c,s,t. D.a. H.c,d,m.	..	..	p.																						
Science and Art School	..	..	235	90	40	12	..	377	D.a,s (*p.t.*). E.m. F.c,m. G.bc,d,g, me,mi,s. H.i,w.			s,l,s.																							

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING—*contd.*																		
Falkirk (Landward) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	454 4 11	484 6 0	17 19 9	238 18 2	25 6 0	..	..	202 2 1
Auchengean	18	..	..	..	..	..	13											
Bonnybridge	61	35	..	..	..	23	169	A.e. C.a,b,g,s. H.c,d,m,w. ..	..	p.								
Greenhill	36	35	..	..	..	15	59	C.a,s. H.c,d. ..	..	p.								
Laurieston	20	66	..	..	..	20	86	A.e. C.a,b. D.a. E.mn. H.d,m,n,w. ..		p.								
Bonnybridge Foundry Hall ..	..	34	6	12	3	..	55	D.a (*p.t.*)	a,m.	..	181 12 9	200 2 9	8 10 0	86 15 6	70 0 0	—	59 7 2*	..
Fintry S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 16 4	20 9 8	0 5 0	10 5 3	1 13 9	—	..	8 5 8
Stewart's	5	11	..	..	..	15	20	A.e. C.a. G.d. H.n. ..	..	m.								
Gargunnock S.B. .. .	..	..	..	..	..	..	..	.. .. ..	..	..	26 3 0	26 3 0	..	4 17 0	18 8 6	—	..	2 17 6
Gargunnock	..	10	..	..	..	..	10	H.d,m.										
Grangemouth S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	472 15 9	472 15 9	..	307 7 11	10 0 0	..	..	155 7 10
Bothkennar	23	30	..	..	..	24	55	H.d. — ..	..	wc.								
Grange	32	174	..	..	..	24	198	C.a,b,s. D.a. G.m. H.c,d,l,n. ..		p.								
Redding	20	119	..	..	..	..	139	C.a,c. D.a(*p.t.*). G.d,m. H.c,d,l. ..										
Shieldhill	..	36	..	..	..	..	36	C.a. E.a,mn. H.e,n. ..										
Kilsyth (Burgh) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	—	261 1 0	289 9 9	28 8 9	126 15 0	45 9 4	..	..	88 16 8
Academy	57	160	..	..	..	..	217	A.c,e. C.a,b,c. D.a,s (*p.t.*). G,m,mi. H.d.										
Kilsyth (Landward) S.B. ..	..	..	..	..	..	..	..	.. — ..	..	..	68 1 6	71 9 0	3 7 6	46 15 8	15 4 8	..	..	6 1 2
Banknock	..	16	..	..	..	..	16	G.a,d.										
Banton	..	30	..	..	..	..	30	H.d.										
Chapel Green	38	..	..	..	..	..	38											
Kippen S.B.	..	..	..	..	..	..	..	.. — ..	..	..	48 15 9	67 3 8	12 0 0	25 8 11	17 17 0	..	..	11 17 9
Bucklyvie	..	31	..	..	..	.	31	H.a. — ..										
Kippen	..	44	..	..	..	..	44	H c,d,m.										

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LARBERT S.B.	—	..	..	..	.	..	..	..	..	.. ..	..	..	..	558	4	8	605	17	2	47	12	6	389	6	1	..	..	..	168	18	7
Carron	..	—	..	45	..	..	..	19	45	A.e. C.a. D.a. H.d.	..	—	p.																	
Carronshore	..	—	..	51	..	..	..	..	51	A.e. E.g,mn. H.d.	..																			
Central	—	..	33	235	..	..	..	..	268	A.e. C.a,b,s. D.a,s (*p.t.*). G.m, H.c,d.																			
Village	..	..	23	70	..	..	..	14	93	C.a,b. H.c,d. ..	..	..	p.																	
LOGIE S.B. ..	..	..	.	..	..	..	..	..	..	.. ..	..	..	..	66	0	10	83	7	6	13	1	8	133	6	11	21	13	11	..	..	15	5	0
Bridge of Allan ..	..	..	85	..	..	..	..	85	C.a,b,s. H.c,d,m.																					
MUIRAVONSIDE S.B. ..	..	..	.	..	..	..	..	..	..	.. ..	..	.	—	196	10	0	196	10	0	..			108	19	11	..			..		91	10	1
Blackbraes ..	..	..	23	23	..	..	..	..	46	H.d.																				
Drumbowie ..	..	..	60	19	..	..	..	..	78	H.d.																				
Maddiston ..	..	..	29	22	..	..	..	..	51	H.d.																				
ST. NINIAN'S S.B. ..	..	..	..	..	..	..	..	..	..	— ..	.	..	..	265	16	1	280	16	1	15	0	0	152	9	0	32	7	11	..	..	80	19	2
Bannockburn ..	..	..	..	88	..	..	..	..	88	C.b,s. E.g. G.a. H.d.																				
Cambusbarron ..	..	..	..	68	..	..	..	..	68	A.e. C.a,b. G.a,d. H.c,w.																				
Cowie	..	..	..	65	..	..	..	..	65	G.a,d. H.d.																				
East Plean ..	..	..	20	15	..	..	..	..	35	H.d,n.																				
Milton	..	..	..	40	..	..	..	33	44	D.a. E.mn. H.n. ..	..	..	m.																	
SLAMANNAN S.B. ..	..	..	..	..	..	..	..	..	..	.. .	..	..	..	154	2	6	165	0	0	10	17	6	56	0	10	42	0	0	..	..	56	1	8
Avonbridge ..	..	..	..	11	..	..	..	..	11	H.d.																				
Limerigg ..	..	..	14	15	..	..	..	..	29	H.d.																				
Slamannan ..	..	..	22	58	..	..	..	..	80	G.m,mi. H.d,m.																				
STIRLING (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	.. .	..	..	..	54	2	6	72	0	0	17	17	6	40	11	11	..			..		13	10	7
High School	..	..	..	41	2	3	..	..	46	D.a(*p.t.*) ..	..	a.																		
STIRLING EDUCATIONAL TRUST AND BURGH S.B. JOINT COMMITTEE	..	..	..	..	..	..	..	..	..	.. ..	..	..	..	955	5	6	1040	13	3	85	7	9	506	2	7	..			190	0	0	..	259	2	11
Allan's	..	..	53	113	..	..	..	..	166	H.c,d,m.																				
High School	..	..	..	280	39	10	6	9	344	A.e. C.s,t. F.b,c.	..	a,c,l.	wc.																	
SUTHERLAND.																														
CLYNE.																														
Clyne	..	..	..	21	..	..	..	40	46	B.ga. ..	..	..	m.	12	4	2	12	4	2	..			9	19	8	..			2	4	6	..			
LAIRG S.B. ..	..	..	..	..	..	..	..	..	..	.. ..	..	..	..	26	3	4	26	3	4	..			22	7	1	..			..			3	16	3
LAIRG	..	..	..	10	15	..	..	..	..	25	A.e,g. C.a,b.																							
WIGTOWN.																														
GLASSERTON S.B. ..	..	..	..	..	..	..	..	..	..	.. ..	..	..	..	27	5	0	27	5	0	..			13	6	8	9	16	0	..		6	0	6†	..		
Glasserton	..	..	20	..	..	..	..	..	20																									
KIRKINNER S.B. ..	..	..	..	..	..	..	..	..	..	.. ..	..	..	..	38	9	5	38	9	5	..			18	11	0	7	8	0	..		3	17	6†	8	12	11
Longcastle	..	..	14	30	..	..	..	..	32	G.h. H.a.																				

* This includes a credit balance of £39 3s. 9d. brought forward from Session 1904-5.

† These are credit balances brought forward from Session 1904-5.

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Name of Continuation Class Centre.	Number of Students Paid for in					Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN—*contd.*																		
Mochrum, S.B.	..	..	..	..	..	..	..	..	..	..	47 9 5	48 8 5	0 15 0	29 7 4	..	..	..	18 6 1
Mochrum	15	..	..	..	..	..	15											
Port William	25	..	..	..	..	..	25											
Old Luce S.B.	..	..	..	..	..	..	..	..	..	..	23 6 1	23 6 1	..	11 12 6	15 0 0			
Glenluce	28	..	..	..	..	28	28	..	..	m.								
Penninghame S.B.	..	..	..	..	..	..	..	..	..	..	68 14 10	80 3 10	1 6 0	27 7 11	17 10 0	..	..	33 19 11
Penninghame	22	20	..	..	..	..	42	C.a,t. H.c.										
Stranraer S.B.	..	..	..	..	..	..	..	..	..	..	95 10 3	104 2 8	3 2 0	62 10 0	..	....	..	38 10 2
Central	35	71	..	..	..	..	106	A.e. C.a,b,s. E.a,g,mn. H.d.										
Whithorn S.B.	..	..	..	..	..	..	..	..	..	..	22 5 0	22 5 0	..	10 7 0	11 16 0	..	4 7 5*	
Isle of Whithorn	19	..	..	..	.	..	19											

* This is a credit balance brought forward from Session 1904–5.

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TABLE No. 2.

LOCAL SCHOLARSHIPS AWARDED DURING THE SESSION 1905-6.

ARTICLES 77-83 OF THE CONTINUATION CLASS CODE.

Name of Authority awarding Scholarships.	SENIOR.			JUNIOR.		
	Number of Scholarships.	Total value Scholarships	Department's Grant in support thereof.	Number of Scholarships.	Total value of Scholarships.	Department's Grant in support thereof.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1.—Ayr County Education Committee	6	300 0 0	150 0 0	133	301 10 0	150 15 0
2.—Buchanan School Board	–	—	—	5	50 0 0	25 0 0
3.—Dumbarton Burgh School Board	2	54 10 0	25 0 0	2	16 0 0	8 0 0
4.—Dunfermline Burgh School Board	3	185 0 0	75 0 0	–	—	—
5.—Edinburgh Royal Institution (Board of Manufactures)	9	153 6 8	76 13 4	6	60 0 0	30 0 0
6.—Fife County Technical Education Committee	2	100 0 0	50 0 0	22	66 0 0	33 0 0
7.—Hamilton Burgh School Board	4	110 0 0	55 0 0	13	122 10 0	58 15 0
8.—Kilmarnock Burgh School Board	1	10 0 0	5 0 0	1	10 0 0	5 0 0
9.—Lanark County Council Technical Education Committee	–	—	—	279	539 14 0	269 17 0
10.—Perth Burgh School Board	–	—	—	4	45 0 0	20 0 0
11.—Ross and Cromarty County Committee (Secondary and Technical Education)	–	—	—	24	46 0 0	23 0 0
12.—Row School Board	–	—	—	9	27 0 0	13 10 0
TOTALS	27	912 16 8	436 13 4	498	1,283 14 0	636 17 0

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TABLE No. 3.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION 1905–1906.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II., (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	709	4,732	900	531	10	213	6,729	8,034 18 2	8,898 6 4	751 12 6	5,833 12 11	478 14 4	60 0 0	26 3 9	1,814 14 0
Argyll	294	1,028	..	..	..	126	1,320	1,438 14 1	1,584 18 10	61 10 9	846 16 7	121 19 7	..	54 7 10	450 4 1
Ayr	2,107	4,398	350	197	80	263	7,221	8,441 10 7	9,212 5 2	614 1 10	5,894 11 11	1,519 2 8	4 10 11	188 6 9	1,005 8 11
Banff	206	524	..	..	..	..	691	549 1 9	582 14 1	19 17 0	337 10 8	52 15 9	..	27 14 6	183 18 9
Berwick	106	64	..	..	..	..	152	142 17 3	158 19 0	10 7 6	81 17 0	..	..	..	66 14 6
Bute	22	147	..	..	..	..	169	165 6 1	175 9 10	10 3 9	78 19 2	..	..	..	86 6 11
Caithness	24	220	..	..	..	..	244	252 14 5	262 2 5	8 15 6	176 6 5	1 16 6	..	2 6 0	73 11 11
Clackmannan	209	873	70	33	2	33	1,202	1,516 13 0	1,695 0 4	123 3 2	1,010 15 9	258 19 1	..	15 0 0	292 2 4
Dumbarton	1,056	2,284	132	58	14	98	3,518	4,159 12 11	4,670 1 11	359 3 6	2,742 13 4	444 7 2	..	73 5 9	950 12 2

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TABLE No. 4.

SUMMARY (UNDER COUNTIES) OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE RELATING TO CONTINUATION CLASSES, FOR THE SESSION 1904–1905.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	893	4,082	855	515	—	185	6,124	7,687 13 1	8,304 2 2	582 1 4	5,622 4 4	280 17 3	40 0 0	23 3 3	1,736 4 10
Argyll	293	1,044	—	—	—	140	1,353	1,424 17 8	1,510 9 0	68 11 1	964 11 3	153 16 3	..	17 7 4	415 12 9
Ayr	2,381	4,272	160	69	23	244	6,856	8,017 14 7	8,758 11 5	584 17 0	5,261 11 7	1,522 17 1	7 4 11	161 19 3	1,225 19 7
Banff	230	463	—	—	—	72	691	476 15 4	512 14 4	21 16 0	318 2 8	53 15 4	..	..	146 13 10
Berwick	109	51	—	—	—	—	147	130 15 8	147 6 4	12 2 0	67 0 11	..	..	..	68 3 5
Bute	22	155	—	—	—	—	176	211 10 2	223 3 10	10 13 3	110 15 2	..	..	..	101 15 0
Caithness	45	308	—	—	—	46	368	371 7 2	394 19 10	7 4 6	245 6 5	14 7 6	..	0 14 9	128 10 2
Clackmannan	256	864	70	29	2	—	1,183	1,659 16 0	1,706 8 7	90 18 1	1,070 11 0	284 2 3	..	15 0 0	336 17 3
Dumbarton	1,196	2,254	116	2	—	185	3,511	4,126 11 3	4,523 14 2	327 13 9	2,591 11 0	347 6 2	..	84 4 1	1,184 18 11

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Dumfries	73	467	31	11	1	36	572	677	11	0	738	12	8	40	12	4	449	6	10	..	..	33	6	1	210	6	9
Edinburgh	2,111	4,250	292	168	91	626	6,726	13,845	6	0	15,818	4	7	1,128	9	7	8,897	1	2	304	11	0	200	0	0	1,093	13	6	4,194	9	4
Elgin	226	251	21	13	—	—	465	501	15	8	541	1	0	33	2	4	318	8	0	67	8	11	..			1	17	4	120	9	5
Fife	677	4,199	166	80	34	114	5,087	6,561	9	6	7,239	5	4	545	12	4	4,348	9	9	1,200	19	6	239	1	11	33	19	0	673	2	6
Forfar	2,353	3,336	120	58	20	357	5,936	6,290	3	3	7,059	1	8	499	7	5	4,717	9	4	170	0	0	150	0	0	101	11	11	1,420	13	9
Haddington	108	181	—	—	—	—	289	357	19	7	376	4	2	11	12	6	172	13	3	123	11	10	..			1	3	9	64	0	7
Inverness	594	411	9	18	1	14	940	1,279	7	3	1,394	4	1	68	18	0	858	11	11	..			..			270	12	8	323	15	2
Kincardine	66	193	—	—	—	—	259	312	3	5	315	10	10	0	17	6	209	14	2	..			..			5	14	5	99	4	9
Kinross	17	202	—	—	—	—	219	155	9	3	197	4	2	21	14	6	106	5	3	53	14	11	..			..			15	9	6
Kirkcudbright	107	176	—	—	—	—	282	297	13	5	313	7	3	7	14	4	185	5	3	..			..			4	0	0	116	7	3
Lanark	7,934	22,827	865	231	53	2,040	31,631	38,906	14	7	46,577	5	1	6,814	7	10	25,668	7	3	1,813	6	3	..			1,178	17	6	11,102	7	11
Linlithgow	421	970	56	36	12	—	1,345	1,923	6	3	2,088	3	6	39	10	3	956	15	5	758	7	10	..			..			283	9	7
Nairn	14	76	—	—	—	5	90	111	16	3	114	8	3	2	12	0	48	15	9	45	2	3	..			61	12	10	37	18	11
Orkney	—	20	—	—	—	18	20	18	12	9	18	12	9	..			16	6	2	..			..			..			2	6	7
Peebles	21	136	—	—	—	—	157	140	11	3	163	9	2	17	12	11	85	15	3	36	0	0	..			17	7	0	24	9	6
Perth	508	1,741	67	28	5	110	2,198	3,018	17	2	3,373	12	10	319	1	1	1,801	14	9	517	2	4	100	0	0	109	13	10	625	4	2
Renfrew	1,950	5,742	277	157	46	196	8,034	9,969	15	5	11,415	16	3	1,288	8	3	6,184	2	1	1,023	19	4	515	8	7	1,421	10	5	2,251	19	8
Ross and Cromarty	85	176	—	—	—	29	235	208	5	10	241	17	4	18	13	2	141	15	1	8	11	7	..			12	10	1	60	7	5
Roxburgh	140	422	23	3	3	—	559	377	17	10	994	6	7	45	9	9	509	16	3	15	0	0	..			42	17	6	387	2	2
Selkirk	89	437	27	3	6	—	537	678	5	5	893	14	9	90	10	1	498	11	2	20	0	0	..			37	3	7	202	9	11
Shetland	69	85	—	—	—	132	166	123	18	6	125	6	6	0	15	3	101	6	3	..			..			..			23	4	7
Stirling	873	2,981	165	66	6	421	4,029	6,891	7	9	7,586	1	6	436	3	9	3,596	6	2	592	9	3	240	0	0	102	10	7	2,657	15	6
Wigtown	211	142	—	—	—	—	314	300	16	7	326	10	9	8	0	0	185	7	3	94	1	10	..			4	11	2	53	12	3
Totals	24,072	63,414	3,320	1,492	308	4,919	90,388	117,656	15	3	134,028	10	3	13,095	3	6	76,305	0	2	9,486	5	1	1,491	15	5	4,892	1	10*	30,603	16	9

* This includes a total of Credit Balances brought forward from the previous Session amounting to £2,140 10s. 11d.

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CENTRAL INSTITUTIONS CONDUCTED UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE.

Reports received by the Department from the authorities of the undermentioned ten Institutions as to the operations of each Institution during the Session 1905–1906, together with Special Reports on the work of various institutions by Examiners nominated for this purpose by the Department.

		PAGE.
I.	Aberdeen and North of Scotland College of Agriculture	821
II.	Aberdeen Gordon's College and Gray's School of Art	823
III.	Dundee Technical Institute	828
IV.	Edinburgh and East of Scotland College of Agriculture	830
V.	Edinburgh Heriot-Watt College	833
VI.	Glasgow and West of Scotland Technical College	838
VII.	Glasgow Athenæum Commercial College	855
VIII.	Glasgow School of Art	857
IX.	Leith Nautical College	863
X.	The West of Scotland Agricultural College	864
	Special Reports	868

Further detailed information may be found in the various Calendars and Reports issued by the Governors of these Institutions.

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REPORTS RECEIVED BY THE DEPARTMENT ON THE WORK OF THE SESSION 1905–1906.

I.—Aberdeen and North of Scotland College of Agriculture.

The various branches of work carried on by the Aberdeen and North of Scotland College of Agriculture in the Session 1905–06, were fully taken advantage of, there having been a large increase to the attendance of those receiving agricultural instruction both at the Central and Extension Classes.

The following were the enrolments in the various Central Classes :—

Day Classes.

Agriculture - - - - -	16
Agricultural Economics - -	12
Surveying and Field Engineering	17
Seed Testing - - - -	20
Agricultural Engineering - -	3
Agricultural Book-keeping - -	10
Agricultural Chemistry - -	8
Preparatory Chemistry - -	22
Organic Chemistry - - -	6
Veterinary Hygiene - - -	19
Bacteriology - - - -	4
Agricultural Botany - -	17
Preparatory Botany - - -	17
Agricultural Zoology - - -	15
Preparatory Zoology - - -	17
Stock-judging - - - -	32
Total class enrolments -	235
Number of students -	43

The conduct, attendance and progress of the students were reported as highly satisfactory. At the close of the examinations, six students succeeded in obtaining the Degree of B.Sc., (Agriculture), two students took their Diploma in Agriculture, and two passed the examination for the National Diploma in Agriculture.

Farmers' Class.

The Governors, for the first time since the college was instituted, made arrangements for giving a month's course of practical instruction to those actively engaged in agricultural pursuits. The subjects of instruction included Agriculture, *i.e.*, soils, improvement of soils, liming, rotations, cultivation, hay and pasture; Agricultural Chemistry, *i.e.*, manures and manuring, milk testing and the chemistry of dairy products; Veterinary Hygiene, *i.e.*, care of animals in health and disease, structure of body, first aids, disease, sound and unsound horses, horse-shoeing; Agricultural Botany, *i.e.*, the parts of a seedling, growth, conditions required for healthy growth, modes of nutrition, &c. One hundred and twenty-five students—farmers, farmers' sons, and farm servants—were enrolled and the average attendance was not less than 112 for the four weeks the course lasted. At the close of these classes the students formed themselves into an association, which has been named the North of Scotland Agricultural College Students' Association for the purpose of forming a connecting link between the farming community and the practical work of the college. The membership of the North of Scotland College Students' Association numbers 126.

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Systematic Instruction in Agricultural Chemistry.

During the session an Evening Class in Agricultural Chemistry was held two evenings a week. The subjects of these lectures included soils and their properties; the composition and properties of manures, feeding stuffs, antiseptics and insecticides; the composition and manurial requirement of crops; dairy chemistry. Number of students, twenty-two.

Extension Lectures.

During the year, 822 lectures were delivered in short courses on Agriculture, Agricultural Chemistry (manures and manuring and foods and feeding stuffs), Veterinary Hygiene, Dairy and Poultry Instruction, Agricultural Botany and Zoology, and Gardening. The number of lectures and the total attendance counting by counties were as follows :—

	Number of Lectures.	Attendance.
Aberdeen	345	16,445
City of Aberdeen	53	2,377
Kincardine	126	4,747
Banff	66	3,092
Elgin	111	3,554
Nairn	1	55
Inverness	11	289
Ross-shire	109	4,812
	822	35,371

Full details of the lectures are given in the prospectus.

Experiments and Demonstrations.

Field experiments recommended by the staff and approved by the Governors, were conducted at 74 centres during the year, full particulars of which are given in the prospectus. In the summer and autumn months, some forty demonstrations, explanatory of the scheme of experiments and effect produced by methods of cultivation, manuring, and seeding followed were held. The value of these demonstrations in conjunction with the winter extension lectures has been proved by the interest they have aroused and the greater sympathy generally shown towards the work of the college by the agricultural community. Lectures and demonstrations have also been held among the crofters in the counties of Inverness and Ross, where experiments suitable to the needs of this class of cultivators have been carried out. The field trials carried out by the college in the crofter districts have shown that a more systematic and comprehensive scheme of agricultural instruction could be put in operation with every prospect of success, but in the meantime the operations of the college in this direction are confined for lack of sufficient funds.

Stock-Judging Classes.

The live-stock industry is the sheet anchor of farming in the North of Scotland, and the Governors, recognising the value to young men about to enter upon an agricultural profession, of a knowledge of the principles of the breeding, rearing, and feeding of farm live-stock, have, in addition to the theoretical instruction provided in the class-room, organised a system of practical demonstrations and stock-judging competitions which has been shown to be of the greatest value to the students. They are profoundly interested in the work, and the Saturday excursions to herds, studs and flocks of repute in the neighbourhood form a pleasant break to the work during the rest of the week of the class-room and laboratory. The students are first of all instructed, by practical judges, in the characteristics and points of different breeds, and when they have been sufficiently grounded in the craft of judging, they are advanced a stage and set to a competitive trial of skill in stock-judging in which their decisions

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are tested by that of the expert judges. During the year a variety of breeds were demonstrated on for the training and familiarising the students with the best types of cattle, horses, and sheep, some twelve visitations being made to notable breeding establishments in the course of the session.

Advisory.

Inquiries on questions of agricultural theory and practice as a direct consequence of such an extensive system of extension lectures, experiments and demonstrations as is carried on by the college, are steadily increasing. When feasible, farms have been visited and in every case queries which have been submitted have been answered by letter. No fewer than 230 samples of seeds were received and reported on during the year. The scheme which was instituted by the Board of Agriculture for testing milk for farmers at a nominal fee was put in operation in the course of the year and 13 samples were dealt with.

II.—Aberdeen Gordon's College and Gray's School of Art.

(Report by the Head Master.)

The Central Institution includes the day classes in the School of Art and the evening classes in the School of Art, combined with the advanced evening classes in Gordon's College, and is conducted in accordance with the terms of a Special Minute under Article 87 of the Continuation Class Code. In consequence of the arrangement come to in June, 1903, with the Scotch Education Department and the School Board of Aberdeen, as to carrying on the evening classes of the city on a common plan, elementary classes in Commerce, Science and Art are provided for in the Board's schools, and intermediate classes in Gordon's College, the High School for Girls, and in the new Higher Grade School. For all these the School Board undertake responsibility, while the Governors become Managers of a Central Institution devoting itself entirely to the advanced stages of Literature, Commerce, Science, and Art.

I.—Day Classes—Gray's School of Art.

The scheme of reorganisation adopted by the Governors four years ago has now become effective. Briefly stated, the scheme meant the establishment of a curriculum in the school extending to four years, and including (*a*) a two years' course of Art training on sound general lines, and (*b*) a two years' course of specialised training in one of the three main branches—Painting, Design, and Sculpture. Each of these branches is under the care of a specially qualified instructor. The classes in Painting are under the charge of John M. Aiken, A.R.C.A.; in Design under the charge of Arthur E. Payne, A.R.C.A.; and in Sculpture under the charge of Sidney Boyes. The number of students in attendance in the classes of the first year was 16, of the second year 13, of the third year 14, and of the fourth year 14. By an arrangement made with the Architects' Society (Aberdeen), 8 first-year apprentices attended special classes in Drawing every forenoon. The total number of individual students in the day classes of the school for session 1905–6 was 65, as compared with 61 in 1904–5 and 54 in 1903–4; 32 students took the full course, as compared with 24 in 1904–5 and 17 in 1903–4. Seven students have been recommended for the Diploma of the school as having completed with credit the full four years' course.

Both day and evening classes of the School of Art were visited by Sir R. Rowand Anderson on behalf of the Scotch Education Department, and his valuable and encouraging Report has received, and will continue to receive, the closest attention.

Six scholarships were awarded at the close of the session to the most distinguished students—two in each of the first, second, and third years.

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In every case the award has been made on the result of the whole year's work. In order to encourage advanced study, it has been decided to receive as free students of the school for session 1906–7 all those students who at the close of session 1905–6 were awarded the diploma.

II.—Evening Classes—Gordon's College and Gray's School of Art.

The classes carried on during session 1905–6 coincided fairly nearly with those carried on in session 1904–5. Various minor improvements were carried out. For example, the Commercial Courses were considerably altered in their composition, notably in the case of Modern Languages (French and German), where a distinct effort was made to bring these subjects into more intimate relation with the requirements of young men actually engaged in mercantile pursuits. The time devoted to the subject of Accounting was increased from one hour to three hours per week, while the class in Shorthand was subdivided so as to secure more direct instruction in fairly high rates of speed—100 to 140 words per minute. These changes have made distinctly for efficiency. The value of the courses has been further enhanced by the inclusion of a series of lectures in Commercial Law delivered by Mr. Blacklaw, the Lecturer in Commercial Law in the University of Aberdeen. The Industrial Courses have suffered to some extent from the persistence of the wave of industrial depression. The ill effects are most marked in the courses for Builders and allied trades, such as Painters, Plumbers, etc. Notwithstanding adverse circumstances, a good class was formed for the first time in the fourth stage of Building Construction, composed of excellent men, who evidently as skilled workmen had been able to retain good places in their trade. The course for Civil Engineers was strengthened by the addition of a class in Strength and Elasticity of Materials, and by including a double course of lectures in the Design of Structures. A distinct advance was made in the teaching of Chemistry by creating a new class in Advanced and Applied Chemistry. This class called out a considerable number of able students directly connected with the subject in their everyday work. The Chemistry Department was visited by Dr. Dobbie, F.R.S., on behalf of the Scotch Education Department, whose criticism and advice have been found most helpful.

It is now patent that the arrangements made three years ago for advanced work are fully justified, and that a point has been already reached when further development is pressingly required. Not only is advanced work appreciated by the students, but the increase in the number of students able to take advantage of higher work is evident. Thus, in the winter session the number of individual students in attendance was 700, as against 600 in the previous session, with a corresponding rise in the number of class enrolments. The average attendance for November, December, January, and February was 889, 836, 727, 712 respectively, as against 788, 636, 650, 615 in the corresponding months of the previous session.

The movement now on foot for building a Technical College in Aberdeen adapted to meet the requirements of the North of Scotland has not come a moment too soon. Not only are day classes urgently required for advanced technical education, but in evening classes accommodation is sadly lacking, especially for laboratory practice and research. While there is every prospect that the great problems of accommodation, staffing, and equipment will soon be dealt with, there are certain other problems so nearly related to the advancement of Technical Education that it cannot but be hoped that they will be dealt with simultaneously. For example, the question of preceding general education is one of urgency. The great mass of students who seek technical instruction in evening classes suffer from deficiencies in previous education. It is true that from certain subjects even those students who have had the ill-fortune to leave the day school at a comparatively early age derive immense benefit, but certain other subjects of both Commercial and Industrial Education must, especially in their advanced and really valuable stages, remain for ever shut to the student of average ability who has left the day school early. A single instance will illustrate what I mean. In the Mechanical Engineering

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Course we find that normally from 250 to 300 students enrol in each of the second and third years, but that in the fourth year only from 70 to 80 enrol, and in the fifth year only 30. Only 4 students were last session found qualified for the highest stage of Mathematics, and these were known to me as having been students of advanced classes in day schools (secondary), holding Leaving Certificates in Science and in Higher Mathematics. The value of the work of the class cannot, however, be estimated by numbers: and, judged by its quality, it is indeed high.

I am convinced that the educational question of the hour is that of Industrial Education, and that any system devised for the purpose must be rooted well into the elementary school or some schools specially devoted to the purpose, and not left to be entered upon at any indefinite date after the limit of compulsory school attendance has been reached.

Another aspect of the question of supreme importance is the attitude of employers towards technical education. I am aware of numerous individual cases of encouragement given by employers to apprentices, but I should be glad to see some organised and well-understood plan adopted whereby apprentices might come to regard attendance at evening classes as a necessary part of their apprenticeship. The work of the Mechanical Society, the Association of Civil Engineers, and the Architectural Association is having a good effect on technical education in the evening classes of the institution.

Gray's School of Art.

Day Classes.

Curriculum.

First Year.

1. Nature Study, with Outdoor Sketching	9	hours per week.
2. Drawing and Shading	6	„
3. Geometry	1½	„
4. Modelling	6	„
5. Painting	7½	„
Total	30	„

Second Year.

1. Nature Study, with Outdoor Sketching	4½	hours per week.
2. Drawing and Shading	6	„
3. Historic Art	1½	„
4. Modelling	4½	„
5. Painting	6	„
6. Drawing from Antique	3	„
7 Drawing from Life	4½	„
Total	30	„

Third and Fourth Years.

Advanced (Specialised) Departments.

(*a*) Painting.

1. Painting	9	hours per week.
2. Design	6	„
3. Drawing, Antique	3	„
4. Drawing and Painting, Life	9	„
5. Modelling, Antique or Life	3	„
Total	30	„

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(*b*) Design.

1. Design	15	hours per week.
2. Drawing from Antique	3	„
3. Drawing and Painting, Life	9	„
4. Modelling, Antique or Life	3	„
Total	30	„

(*c*) Sculpture.

1. Drawing and Modelling	12	hours per week.
2. Modelling, Antique or Life	3	„
3. Drawing from Antique	6	„
4. Drawing and Painting from Life	9	„
Total	30	„

Gordon's College and Gray's School of Art.

Evening Classes.

Courses of Instruction.	Class Enrolments.
I. Commercial Courses	228
II. Industrial Courses:	
1. Mechanical Engineers	149
2. Electrical Engineers	28
3. Civil Engineers	69
4. Architects	82
5. Builders	45
6. Stonecutters	78
7. Wood Carvers	14
8. Painters and Decorators	34
9. Plumbers	7
10. Cabinetmakers	21
11. Lithographers and Engravers	29
12. Technical Chemistry	21
III. Pure Art	167
IV. Saturday Classes.	
Assistant and Certificated Teachers	46
Pupil Teachers	17
Painting	13
V. Summer Session—(Art).	
Nature Study	48
Design (Decorators)	15
„ (Stonecutters)	11
Modelling	22
Lettering	19
Landscape Drawing	13
Painting from Life (Head)	13
Painting from Still Life	11

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(*a*) COMMERCIAL COURSES (Fourth Year of Courses).

Subjects of Instruction.		Hours per Week.
1. Mathematics	A Lower Grade	3
„	B Higher Grade	3
2. Book-keeping		3
3. Commercial History and Geography		1
4. English	B Lower Grade	2
„	A Higher Grade	2
5. French	A Literary	2
„	B Commercial	2
6. German	A Literary	2
„	B Commercial	2
7. Latin	A Lower Grade	2
„	B Higher Grade	2
8. Shorthand	A (70–100 words)	2
„	B (100–140 words)	2
9. Commercial Law		1

(*b*) INDUSTRIAL COURSES (Advanced Stages of Science and Art).

Applied Mechanics	4
Architecture (Design)	4
„ (History)	2
Building Construction	4
Cabinetmaking	2
Carpentry and Joinery	2 or 2
Design	4
„ (Painters)	6
„ (Stonecutters)	8
„ (Cabinetmakers)	4
Drawing (Freehand, Elem.)	4
„ (Freehand, Adv.)	4
„ from Antique	8
„ from Life	6
„ from Life (Head)	2
Electric Lighting	1
Geology and Mineralogy	2
Geodesy	1
Magnetism and Electricity	2
Machine Design	4
Modelling	4 or 4 or 4
„ (Life)	4
Nature Study	4 or 4 or 4 or 4
Practical Mathematics	4
Practical Geometry	2
Plumbers' Work	2½
Steam	4
Strength and Elasticity of Materials	1
Structures	3
Technical Chemistry	4
Telegraphy	1

SATURDAY CLASSES.

Painting	2
Pupil Teachers' Drawing Classes	4
Teachers' Drawing Class	3
Teachers' Science Class	

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SUMMER SESSION—(Art).

Nature Study and Outdoor Sketching	4
Design (Stonecutters)	4
„ (Decorators)	4
Modelling	4
Lettering	2
Painting from Life (Head)	4
Painting from Still Life	2
Landscape Painting	Two Afternoons

INDIVIDUAL STUDENTS.

Day Classes	65
Evening and Saturday Classes (Winter Session)	700
„ „ (Summer Session)	134
Total	899

CLASSES FOR TEACHERS.

1. EXPERIMENTAL SCIENCE.

The number of Students whose attendance and progress is regarded as satisfactory by the Scotch Education Department was eight.

Copy of a report on the work of the course by H.M. Inspector, Mr. Ewen :—"Much valuable work has been done in this course. Several of the students were University graduates, who attended with a view to gaining additional experience in scientific methods."

2. DRAWING.

The number of Students whose attendance and progress is regarded as satisfactory by the Scotch Education Department was 16 in the first year and 12 in the second year.

Copy of a report on the work of the course by H.M. Inspector, Mr. Ewen :—"The whole work of this class has been faithfully carried on, and much interesting work has been done."

III.—DUNDEE TECHNICAL INSTITUTE.

The Managers of the Technical Institute, Dundee, beg to lay before My Lords of the Education Department the following Report of the work done in the classes under their control during the Session which ended on 31st July, 1906 :

In the course of the Session from September 1905, till June 1906, 1,095 individuals attended the Institute classes : being an advance of seventy-four on the number in the preceding school year. This increase was mainly due to a larger attendance in two classes : in the Elementary Botany Class over forty enrolled, and in the Jute-spinning Class the attendance was very large.

The proportions of students belonging to different trades was similar to that noticed in past years : approximately one half were engineers, one quarter were members of the building trades, about 160 were jute workers and the remainder were teachers, art students, naval architects, telegraphists and druggists.

The work done was also similar to that of previous years although an attempt was made to introduce practical work to a greater extent.

In the Engineering course of study, the students of the first year did very creditable work in the Drawing Classes, in Mensuration and in Machine Construction. By arrangement, the first year classes will hereafter be conducted by the School Board.

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In the higher classes of the Engineering Course, laboratory work was done by the two advanced classes in Mechanics, and the members of the two higher classes in Steam carried out experiments on the specific heats of materials, the latent heat of steam and the heating values of coal, and helped with the experimental tests with the steam and gas engines.

The great importance of this practical work is well recognised and in the new Institute abundant provision will be made to extend as far as possible the experimental work to be done by each student.

Taken together, the reports of the teachers of the Engineering Classes point to satisfactory work having been done in that section of instruction. The discipline was perfect, the attendance good and the home exercises were done in a creditable manner, while the standard of the work was kept as high as could be forced from evening students.

With regard to electrical engineers: these attend, in addition to certain classes of the course for mechanical engineers, the classes in magnetism and electricity and in the principles of electrical engineering. A large number attend the elementary stages of the electrical classes, but very few keep on to a third year; and it is realised that we are unable at present to give them the instruction they want. This section of our work requires to be greatly developed, much apparatus must be acquired and provision made for practical work on an extensive scale.

In the classes for the Building trades; the higher work done in Building Construction was very encouraging. The third stage class was larger than in any former year and a fourth stage class has now been formed. The numbers in the classes for plumbers were rather under the average of past years, but the attendance in the cabinetmakers' and painters' classes and the class in carpentry and joinery was satisfactory.

In the Textile Classes the want of accommodation has amounted to a hardship. The first year lecture classes in jute-spinning and jute-weaving were very large and could have been divided with much advantage, but the greatest difficulty was in the machinery room, where the space was so limited, that, although the students were taken in sections, it was only possible to get a few of them near enough to the machines to see the parts being talked about. More assistance will be provided in future, so that the men may be taken in a number of smaller sections; but the first part of the new Institute to be built ought to be the textile department.

The Art Classes and the classes in Chemistry, Telegraphy and Naval Architecture were satisfactory, but do not call for remark.

During the session the Institute was visited by three special inspectors sent by the Department, namely: Professor Roberts Beaumont of Leeds, for Textile work; Dr. J. J. Dobbie for Chemistry and Sir Rowand Anderson for Architecture.

Professor Beaumont, who has visited the Institute on several occasions, saw the jute-weaving Classes at work and gave a much appreciated address to the students who were present. He reports that he is convinced there is scope in Dundee for an important Textile School, specialising in jute and linen manufacture, and believes the only hindrances to a great development of advanced work to be the present meagre accommodation and the want of looms for figure weaving. He regarded the examples in design and the methods of treating the subjects of fabric construction and analysis and the mechanism of weaving as satisfactory, and the work being done by the advanced students as of a good standard.

Dr. Dobbie was very pleased with the accommodation the Chemistry students were favoured with in the laboratory of University College. He made inquiries regarding the occupations of the chemistry students with the object of ascertaining if it would be advisable to have specialised lessons for different groups of students, but he found that there were no groups sufficiently large to warrant anything but a general course

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of instruction. He suggested the usefulness of a laboratory class in Technological Chemistry in which analysis, such as is done in works, with apparatus of works description, should be carried out, and that the starting of a class with laboratory instruction, for advanced students of engineering, was worthy of consideration. These are valuable suggestions and will not be forgotten when the equipment of the laboratories of the new Institute is being devised.

Sir Rowand Anderson inspected the art, architecture and building construction classes, and the classes for plumbers and house-painters. (His remarks will be found at the end of this volume.)

The suggestions of these special inspectors, more especially when their experience has been such that they realise what a lad may be expected to do in an evening class, is very valuable and the criticisms of men who are experts in their special subjects are most stimulating to the teachers and demand the most careful consideration.

IV.—Edinburgh and East of Scotland College of Agriculture.

Report on Work from May 1905—May 1906.

The session just finished has seen a most important development of the Edinburgh Centre for Agricultural Instruction. A conveniently situated central institution has been opened. In it there have been provided classrooms and fully equipped Chemical, Bacteriological, and Biological Laboratories, as well as much improved accommodation for the County Work and Administrative departments.

The following were the enrolments in the various Central Classes :—

Day Classes, 1905-06.

Agriculture and Rural Economy	21
Colonial and Indian Agriculture	28
General Chemistry (First Year's Course)	14
" " (Practical)	14
Mensuration and Land Surveying	24
Handicraft	6
Botany (Lectures and Practical)	16
Natural History (Zoology)	11
Geology	6
General Chemistry (Second Year's Course)	11
" " (Practical)	11
Agricultural Botany (Lectures and Practical)	21
Agricultural Chemistry	*10
" Engineering (Lectures and Practical)	7
Veterinary Science	14
Bacteriology	19
Book-keeping	33
Forestry	14
Economics	5
Agricultural Entomology	24
University Lectures in Dairying	4
Total Class Enrolment	*313
Number of Students	68
Farmers' Class	45
Total Number of Day Students	113

* Exclusive of five at the University.

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Evening Classes.

Agriculture (Elementary)	44
" (Advanced)	32
Agricultural Chemistry (Lectures)	35
" " (Practical)	29
Veterinary Science (Horses)	38
" " (Cattle)	32
Agricultural Natural History	33
Horticulture	56
Forestry	34
Total Class Enrolments	333
Number of Students	185
Total Number of Students attending Central Classes	298

Several students have now completed full courses of three years in the college, and six of them have, after examination, been awarded the college diploma.

Teachers' Classes under Article 91 (*d*) of the Day School Code.

The two years' course in Nature Knowledge, in connection with which the students met for three hours once a month, and which was attended by 76 students, was completed during the past session, as was also the Nature Knowledge course conducted at Selkirk on behalf of the Selkirk County Council.

A course in School Gardening, in which the practical work is carried on at the School of Gardening, Corstorphine, has been started and is being attended by 24 students.

Extension Lectures.

During the Session 335 lectures were delivered in short courses on Agriculture, Horticulture, Poultry-keeping and Veterinary Science. The total attendance at these lectures amounted to 16,068, or an average of 48 at each lecture.

Full details of the lectures are given in the College Calendar.

Systematic Instruction in Agriculture.

In connection with the County Work Department, systematic courses in Agriculture were conducted at the following centres:—

First Year's Course.

Centre.	Number of Meetings.	Number Enrolled.
St. Boswells	15	51
Denholm	15	26
Galashiels	15	23
Earlston	15	40
Eckford	15	34
West Linton	15	21
Tillicoultry	15	17
Total		212

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Systematic Instruction in Forestry.

Classes in Forestry were conducted at the following centres :—

Centre.	Number of Meetings.	Number Enrolled
Haddington	12	28
Kirkliston	12	25
Perth	12	48
Total		101

Instruction in Dairying.

Courses of instruction in Buttermaking and Dairying were conducted for three weeks at each of the following centres :—

	No. of Pupils.
Berwick—	
Channelkirk (Oxton)	24
Eyemouth	10
Fife—	
Upper Largo	22
Saline	22
Falkland	13
Forfarshire—	
Monikie	21
Kirkbuddo	18
Kirkden (Balmuir)	14
Tannadice	12
Kinross—	
Kinnesswood	21
Mid-Lothian—	
Glencorse	8
Edinburgh	24
Roxburgh—	
Lanton	15
Smailholm	23
Kirkton	21
Selkirk—	
Ashkirk	11
Yarrowfeus	12
West Lothian—	
Broxburn	8
Fauldhouse	12
Linlithgow	12
Total number of pupils	323

In connection with the Dairy Classes, at most of the centres, practical instruction was given in killing, plucking, and trussing poultry.

Advisory.

During the year the work in the Advisory Department has very considerably increased, as a direct consequence of the work done in the counties. Numerous letters of inquiry have been submitted to the staff. There has been a steady growth in the assistance given to school teachers. In addition to the courses of instruction in Nature Knowledge for Rural School Teachers, advice and assistance in laying out school gardens and plots have been given in several cases; and arrangements are in progress for further development in this branch of the college work.

Experiments.

A list of the experiments conducted during the year at 52 centres is given in the College Calendar.

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V.—Edinburgh Heriot-Watt College.

(Report by the Principal.)

The total number of students in the evening classes was 3,539. The previous session there were 3,741, so that there has been a drop of 202 students. This drop in numbers is accounted for by the transference of the agricultural classes to the new buildings of the College of Agriculture. The class entries in the agricultural classes amounted to 272. Our class entries for last session show a decrease of only 99, so that, notwithstanding the transference of the agricultural classes, there has really been a nett increase.

As the loss of these 200 students is thus accounted for, it is evident that the entrance test to the various classes is no longer causing the numbers of evening students to diminish.

By means of these entrance examinations we again rejected more than 200 students, principally in the elementary commercial classes. This fact probably accounts for the increase in the number of students at the School Board evening schools. In Commercial Arithmetic we were particularly severe, only 54 being admitted to this class out of over 100 applicants, the idea being that ordinary commercial arithmetic can be learned at the Board evening schools, and that our class in that subject should be highly specialised.

In this connection it is of interest to point out that in our elementary classes in English, Arithmetic, Book-keeping, Commercial Correspondence, Shorthand, Building Construction, and Machine Construction, one half of the students come from public elementary schools and the other half from the secondary schools. It is very evident from this that there are a large number of boys coming from the secondary schools and entering into commercial and industrial life in Edinburgh, who are not sufficiently qualified on leaving school to enter the advanced classes in these subjects in the Heriot-Watt College, and who therefore come to our elementary classes. This fact should be kept in mind in any new arrangements for the better co-ordination of our work with that of the School Board.

It is gratifying to be able to report that the number of students in our higher departments again shows an increase. In our advanced and honours classes we have had 932 entries as against 755 for the previous session, and it is evident from this that the college is gradually taking its place as a higher continuation school, doing more and more advanced work, and leaving the elementary work to be done by the evening schools.

From the evening students we received in fees £1,594 as against £1,662 last year, a decrease of £68, which is entirely accounted for by the loss of the agricultural students. In the day college we received £1,582, as against £1,637 for the previous session, a decrease of £55, which is partly due to the loss of the agricultural students in the day chemistry classes and partly to the decrease in the number of students attending the day art classes, owing to the decision of the Governors to discontinue the Life Class and limit the work to ordinary drawing. We have therefore had a drop in the total amount taken in fees of £120, and this is the first time for many years that we have had to report a decrease. There can be no doubt that the college has suffered in income by the transference of the agricultural classes, as we have not only lost in fees, but have lost also a considerable sum as grant from the College of Agriculture for the use of our rooms, a sum which is no longer at our disposal. The loss of this money has made it very difficult to carry on the work of the College efficiently, and at the same time keep within the sum at the disposal of the Trust for the work of the college.

The most important departure during the past session has been the opening of the laboratory for the study of Technical Mycology, under the charge of Dr. Westergaard. This new laboratory is being liberally supported at present by contributions from the various trades interested, such as brewing,

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distilling, malting, and baking. The number of students attending has been very gratifying, the class entries in the day and evening classes amounting to thirty. This number represents all that the new laboratory can accommodate. We are making new arrangements which will increase the accommodation next year. The forthcoming calendar of the college will contain a complete scheme of instruction which has been arranged for brewers' apprentices, and has been received with approval by the Edinburgh brewers.

I have also pleasure in reporting that besides the contributions which will guarantee the salary of the lecturer for the next five years, Mr. Robert M'Vitie has promised to present us with ten microscopes at £12 12s. each.

During the year the new laboratory for the study of the higher branches of electrical engineering has been opened, the money for the equipment of which, amounting to £1,000, was supplied by the Carnegie Trust and the Scotch Education Department.

The equipment of the Mechanical Engineering Laboratories has also been largely improved. We have now got a steam turbine, and the latest types of Gas, Oil, and Petrol engines, and these have been obtained partly by presentations to the college, and partly by the purchase of new machines by the Trust. Professor Stanfield will now be able to give his students a complete training in the most modern types of Prime Movers, and, in addition, he is busy erecting a gas-producing plant, which has been lent to the college for a year, so that his students will be able to study the latest and most economical methods of producing power from coal.

In my report of last year, reference was made to the difficulty of co-ordinating the work of the Trade and Art Classes. In the new calendar will be found courses of study for those engaged in the artistic trades. These courses of study have been drawn up by Mr. Riddel, and will prove of much use to the students working at these different trades. In the new calendar will also be found for the first time a special portion containing complete courses of study for Mechanical Engineers, Electrical Engineers, Chemists, Miners, Architects, Printers, and Sanitary Inspectors.

During the past year two Trade Committees have come into existence, representative of the Plumbing Trade and the Printing Trades. The Plumbing Trade Committee has not as yet been able to have many meetings, but the Printing Trades Committee has met several times, and various suggestions have been made for the improvement of the classes in the college which deal with printing and allied trades.

This Committee has also prepared a list of employers of the city who have apprentices attending the college, and a report has been made on the work done by these apprentices. It has been arranged to send a copy of this report to the firms interested.

The enthusiasm shown by this Committee, and the good work it has done in the advancement of the teaching of Printing and the allied trades in the college, augurs well for the future of such trade advisory committees.

It may be mentioned that arrangements have been made for the housing of the Typographia classes next winter. This is a temporary arrangement, the management of the classes still being left in the hands of the Typographia. The question of the final transference of the classes has not yet been settled.

There is nothing of special importance to announce in connection with changes in the college staff, but it is very gratifying to know that Mr. Alexander Gray, to whom reference was made in last year's report, has, after carrying off the highest honours at M'Gill University, obtained an excellent appointment in a large electrical engineering firm in the States.

During the year more than the usual amount of research work has been turned out by the staff of the college, of which the following is a list :—

Professor Gibson	"On the Relation between Concentration and Electrolytic Conductivity in Concentrated Aqueous Solutions." (*Transactions of the Royal Society of Edinburgh.*)

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Dr Denison and Dr. Steele — "An Accurate Method for the Measurement of Transport Numbers and Ionic Velocities." (Read before Royal Society, London, by Sir William Ramsay, K.C.B.)

Dr Denison and Dr. Steele — "A New Method for the Measurement of Hydrolysis in Aqueous Solution based on a Consideration of the Motion of Ions." (*Journal of Chemical Society.*)

Professor Stanfield read a paper before the Royal Scottish Society of Arts on "Some Additions to the Experimental Plant in the Heat Engine Laboratory at the Heriot-Watt College." Professor Baily read a paper before the Royal Scottish Society of Arts on the new Alternating Current Laboratory of the College, and Professor Baily and myself read a paper, also to the Royal Scottish Society of Arts, on a new method and apparatus for testing varnishes.

For the diploma examination this year, Professor Beare and Mr. Mavor again acted as Assessors, and, in accordance with Mr. Mavor's suggestion made last year, he and Professor Baily had a meeting, so that the papers were thoroughly discussed by the assessors and our professors before being finally drawn up. Two candidates have been awarded the diploma in Mechanical Engineering, one candidate has been awarded the diploma in Electrical Engineering, and one candidate has obtained both diplomas.

The tailors are very anxious that the course of lectures given by Mr. Riddel should be followed up by the starting of a practical class in cutting. The suggestion is an admirable one, but we have had to delay further consideration of it, because of the difficulty of finding room. I have no doubt that such a class would be welcomed by the tailors of Edinburgh.

EVENING CLASSES.

Detailed Statement of Class Entries.

I.—*Scientific and Technological Classes.*

Machine Construction (Elem., 95; Adv., 34)	129
Applied Mechanics (Elem., 98; Adv., 28; Hons., 17)	143
Prime Movers (Elem., 58; Adv., 18; Hons., 10)	86
Graphics	31
Strength of Materials	43
Mechanics of Structures (Course I., 10., Course II., 8)	18
Handicraft (Metal Work)	23
Electricity and Magnetism (Elem., 139; Adv., 30; Hons., 9; Pract. Adv., 13; Pract. Hons., 4)	195
Electrical Engineering (Elem., 134; Adv., 23; Hons., 24)	181
Telegraphy and Telephony (Ord., 13; Hons., 19)	32
Physics (Elem., 43; Adv., 10; Pract., 46)	99
Chemistry—	
Theoretical Inorganic (Stage I., 51; Stage II., 32; Stage III., 12)	95
Practical Inorganic	95
Theoretical Organic (Elem., 11; Adv., 7; Hons., 7)	25
Practical Organic	25
Paper-making Chemistry (Theor., 19; Pract., 19)	38
Physical Chemistry Lectures	5
Mathematics (Stage I., A, 120; B, 106; Stage II., 70; Stage III., 24; Stage IV., 10; Calculus, 15)	345
Mensuration	39
Land Surveying and Levelling	24
Geometrical Drawing (Elem., A, 101; B, 35)	136
Geometry (Practical Plane and Solid)	12
Mining Engineering (Elem., 7; Adv., 17)	24
Mine Surveying	20

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Mineralogy	7
Geology (Elem., 21; Intermediate, 13; Economic, 10; Pract. and Hons., 5)	49
Building Construction (Elem., 108; Adv., 85; Hons., 1st year, 33; Hons., 2nd year, 9)	235
Architectural Perspective	30
Quantity Surveying (Jun., 50; Sen., 19)	69
Sanitary Science	110
Municipal Engineering	37
Physiology (Jun., 47; Sen., 15)	62
Hygiene (Jun., 39; Sen., 15)	54
Botany (Elem., 39; Adv., 12; Adv. Pract., 10)	61
Pharmaceutics (Materia Medica)	19
Paper Manufacture	24
Gas Fitting	20
Natural History	14
Technical Mycology	14
Total in Science and Technological Classes	2,668

II.—*Art and Trade Classes.*

Art Department	432
Painters' and Decorators' Work (Jun., 62; Sen., 24; Adv., 11)	97
Photo-Process Work (Photography, 11; Etching, 8)	19
Lithography	12
Typography	9
Bookbinding	14
Carpentry and Joinery (Ord., 42; Hons., 17; Pract., 9)	68
Plumbers' Work (Jun., 62; Sen., 18; Pract., 61)	141
Masonry and Brickwork (Ord., 18; Hons., 7)	25
Cabinet Making	26
Wood Carving	18
Watch and Clock Making	15
Total in Art and Trade Classes	876

III.—*Commercial Classes.*

Shorthand (Jun., A, 53; B, 59; C, 39; D 28; Inter., A, 47; B, 29; Reporting, 34; Reporting Practice, 21)	310
Book-keeping (Jun., A, 69; B, 41; Sen., 45)	155
Commercial Correspondence and Précis Writing	42
Commercial Arithmetic	54
English Language and Composition (Jun., 67; Adv., 47)	114
French (Elem., A, 73: B, 77; Inter. A, 56; B, 44; Sen., 69; Sen. Adv., 28; Com., 10)	357
German (Elem., 56; Inter., 38; Sen., A, 24; B, 20; Com. 15)	153
Spanish (Jun., 20; Sen., 10)	30
Commercial Geography	14
Economic Science	13
Commercial History	7
Practice of Commerce	29
Principles of Accounting	29
Algebra for Accountants	44
Actuarial Science	3
Banking and Banking Law	25
Commercial Law	9
Lectures to Grocers	38
Total in Commercial Classes	1,426

IV.—*Literature, Music, and Languages.*

English Literature and Composition	58
Latin (Jun., 47; Sen., 38)	85

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Greek	13
Elocution (Elem., 87; Adv., 66)	153
Music (Jun., 67; Sen., 27; Harmony and Counterpoint, 7)	101
Total in Literature, Music, and Languages	410
Total in Science and Technological Classes	2,668
Total in Art and Trade Classes	876
Total in Commercial Classes	1,426
GRAND TOTAL	5,380

SUMMARY.

Evening Classes.

Number of Individual Male Students	2,941
„ „ Female „	598
Total Number of Individual Students	3,539

Day Classes.

First Year Engineering Students	65
Second Year „ „	30
Third Year „ „	20
Chemistry Students	22
Technical Mycology Students	7
Miscellaneous and Special Students in Mathematics, Physics, Chemistry, Machine Drawing, Handicraft	11
Agricultural Students	6
Art Students	21
Total Number of Individual Students	182
Day and Evening Departments—Individual Students	3,721

Day College Summer Session.

Students taking Workshop Practice	21
Students taking Laboratory Work in Physics and Chemistry	16
TOTAL	37

ABSTRACT OF OCCUPATIONS.

Young Men.

Building Trades, including Workers in Wood, etc.	244
Engineers, Blacksmiths, Mechanics, Workers in Metal, etc.	425
Electrical Engineers, Electricians, Scientific Instrument Makers, Watch and Clock Makers, etc.	215
Architects, Surveyors, Civil Engineers, Mining Engineers, Draughtsmen, etc.	365
Printers, Compositors, Lithographers, Engravers, etc.	91
Painters and Decorators	103
Plumbers, Gasfitters, etc.	98
Trades involving Applied Art—Jewellers, Furniture Makers, Bookbinders, Photographers, etc.	91
Chemists, Analysts, Brewers, Druggists, etc.	103
Clerks in Commercial Offices	361
Clerks in Government Offices, Banks, Law Offices, Insurance Offices, Accountants Offices and Public Offices	359
Salesmen, Shopkeepers, Warehousemen, etc.	186
Teachers	72

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Students	76
Occupations not included in the above classifications	75
No occupation stated (chiefly boys just left school at time of enrolment)	77
Total number of Young Men	2,941

Young Women.

Printing Trades	11
Dressmakers, Milliners, Tailoresses, etc.	21
Clerkesses, Cashiers, Civil Service, etc.	167
Saleswomen, Shopkeepers, etc.	13
Teachers, Governesses, etc.	84
Art Decorators and Designers	19
Students (University, Training College, etc.)	33
Occupations not included in above classifications	15
No occupation stated	235
Total number of Young Women	598
TOTAL NUMBER OF MATRICULATED STUDENTS	3,539

VI.—GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

The completion of the first section of the new buildings and the removal of the College to its new home are the most prominent features of the past session, and give to it the distinction of marking the first definite stage in the large scheme of development upon which the Governors have been engaged for some years.

It will be remembered that the memorial stone of the new buildings was laid by His Majesty the King on the 14th May, 1903, and the first section, forming the largest structure of the kind in Britain, has therefore been completed and the whole of the liabilities in connection with it discharged within a period of three years. The work of the session was begun in September last in the new buildings, and they were formally opened on 21st December, 1905, by the Right Hon. John Sinclair, M.P., the Secretary for Scotland. The ceremony took place in the Examination Hall, Sir William Robertson Copland presiding.

The equipment of the new laboratories has been very fully considered during the session, especially of those devoted to Mechanics and Motive Power Engineering. With a view to the economical expenditure of the funds at the disposal of the Governors for this purpose, the Secretary and Director, together with the Professor of Mechanics, recently visited nearly all the important engineering laboratories in the United States and Canada, and it is believed that in the result the College laboratories will be found to compare very favourably with those of any similar institution. The Mechanics and Hydraulics Laboratory will shortly contain the following new apparatus:—

(1) Horizontal testing machine, 100 tons; (2) torsion testing machine; (3) instrument for measuring small torsional strains; (4) Ewing's extensometer; (5) Martin's extensometer; (6) machine for experiments on materials under combined tension and torsion; (7) Girard turbine; (8) reaction turbine; (9) Pelton wheel; (10) brakes, techometers, gauges, &c.; (11) weir gauges; (12) hook gauges; (13) measuring tanks, valves, and floats; (14) centrifugal pump and motor; (15) reciprocating pump and indicators; (16) jet tank and stand pipe; (17) transmission of dynamometers, &c.

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The following additional equipment will be furnished for the Motive Power Engineering Laboratory :—

(1) Gas engine (the gift of Messrs. Pollock, Whyte, & Waddell) and a suction producer plant of 10 to 15 b.h.p. ; (2) an apparatus for testing gauges and indicators under steam pressure ; (3) apparatus for testing the efficiency of different non-conducting materials ; (4) two condensers for experiments upon latent heat and rate of condensation as governed by speed of circulation ; (5) a horizontal steam engine, with drop piston valves, suitable for using with steam of very high superheat, and specially arranged for experimental work, more particularly upon cylinder condensation and valve leakage ; (6) a special motor car testing plant, for examination of the losses in transmission and for the study of the accelerating powers of different types of gear, the *châssis* being the gift of the Argyle Motors, Ltd., ; (7) a Diesel engine ; (8) an Otto cycle oil engine ; (9) a separately fired superheater ; (10) a compound air compressor, for testing the effect of speed and different methods of cooling upon the efficiency of compression ; (11) an ammonia refrigerating plant.

The general equipment of the Chemical Laboratories was completed last session, but the Laboratory for Electro-Chemistry still awaits the provision of the necessary apparatus. The Laboratories in the Department of Technical Chemistry have been supplied with apparatus for the demonstration of filtering, grinding, evaporating, precipitating, crystalising, and drying operations, and also with special apparatus for the examination and valuation of fuels and gases, including the bomb and other forms of calorimeter, a Junkers' gas calorimeter, appliances for high-temperature measurement, an experimental gas producer of the Dowson type, an experimental coal-distilling plant ($\frac{1}{1000}$ ton), and a bar photometer.

The new School of Bakery has been completed and equipped ready for the coming session, and will be opened during the current month. The establishment of this School is the culmination of long-continued effort on the part of the bakers of Scotland, through the Master Bakers' Association, to provide technical instruction in subjects bearing upon their trade. The Association has obtained subscriptions towards the Building and Equipment Fund from bakers in every district in Scotland, and their interest in the establishment of the School augurs well for its future success. Mr. Alexander Murdoch, an Associate of the College in Chemistry and a practical baker, has been placed in charge of the Bread-baking Section, and Mr. S. P. Borella, the specialist in confectionery, well-known through his contributions on this subject to the technical press, will be responsible for the classes in Confectionery.

The Bakery has been fitted with a draw-plate oven, a Vienna oven, and a peel oven, and with machinery for the preparation of the raw materials, the chief part of the equipment having been supplied, free, by Messrs. Joseph Baker and Sons, Ltd., of London.

A beginning has been made with the second section of the new buildings, which will form the centre block of the Andersonian wing facing George Street. The foundation work has been completed, and the main walls have been brought to a ground level, but operations have been suspended for lack of funds. The Governors have determined that they will not place a load of debt upon the College, and they do not propose to enter into further contracts until additional subscriptions have been promised. The present position of the Building and Equipment Fund is as follows :—

Subscriptions, &c. - - - - - - - - - -		£245,773 19 10
Expenditure—		
Site - - - - - - - -	£44,653 0 0	
Buildings—first section - - -	155,607 0 0	
Equipment - - - - - -	22,788 18 9	
Foundations of second section, about	5,000 0 0	
		228,048 18 9
Balance available for second section - - - -		£17,725 1 1

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This balance includes a grant of £10,000 which the City Council have been good enough to promise from the Common Good, conditional upon a grant of at least an equal amount being received from the Education Department.

The decision of the Education Department regarding the allocation of funds in their hands, out of which a grant to the Building Fund may be made, is not yet known, but it is believed that favourable consideration will be given to the application of the Governors. It is estimated that a sum of £70,000 is still required to complete the Andersonian wing, and a further expenditure of £30,000 will be necessary to complete the equipment. The above-named sum of £17,725 1s. 1d. must, therefore, be very largely supplemented before the Governors can proceed with the building. Lest any doubt should arise regarding the economical expenditure of the subscriptions already given, it may be briefly stated that the buildings already erected, which are of the most substantial character, and fireproof throughout, have cost not more than 7½d. per cubic foot, and that, large as these buildings are, they cannot provide all the accommodation necessary, as a considerable number of classes still occupy rooms rented by the Governors elsewhere.

The removal of the old Andersonian Building to make room for that section of the new buildings to be known as "The Andersonian Wing" cannot be allowed to pass without notice. When Anderson's College was established in 1796 it was in this building, then occupied by the Glasgow High School, that the classes first met. It was purchased by the College in 1827, and since then has continued to be the most important of the buildings in which the work of the College has been carried on. In this building was established the first British laboratory for public instruction in Chemistry, opened by Thomas Graham in 1830, and successively occupied by Dr. William Gregory; Dr. Frederick Penny; Dr. T. E. Thorpe, F.R.S.; and Dr. William Dittmar, F.R.S., the immediate predecessor of the present occupant of the Chair of Chemistry.

It was in this building also that, for over a quarter of a century, Professor James Blyth, M.A., LL.D., ably and successfully fulfilled the duties attached to the Chair of Natural Philosophy. His sudden death on 15th May last severed the last link existing between the College as it is now constituted and the staff of "the old Andersonian." His memory will be cherished by thousands of his former students, many of whom frequently revisited the familiar lecture room, attracted by his simple unassuming character and his friendly interest in their progress. Governors and colleagues alike regret the loss the College has sustained in the death of their much-respected Senior Professor.

The only change in the Board of Governors during the year was that caused by the retirement of Mr. William Boyd Anderson, whose term of office as representative of the Faculty of Procurators had expired. Mr. Anderson took an active part in College administration, particularly in the management of finance and property, and, latterly, in reorganisation of the Industrial Arts Classes, and his services to the College were much valued by his colleagues. The Governors have given a cordial welcome to his successor, Mr. James Mackenzie.

In June last the honour of knighthood was conferred upon Sir William Robertson Copland, the Chairman of the Governors. His colleagues have expressed to him their gratification at His Majesty's recognition of his labours in the cause of technical education, and have recorded in their minutes their appreciation of his unwearying and successful efforts to promote the welfare of the College.

The Governors have also noted with pleasure the election of Mr. George T. Beilby to the Fellowship of the Royal Society. As Convener of the Committee in charge of the Department of Chemistry and Metallurgy, he has for some years taken the leading part in the supervision of this section of the College work, and the Governors are pleased that his high scientific attainments, freely applied in the interests of the College, have received the public recognition most valued by men of science.

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The most important change in the staff was that caused by the death of Professor James Blyth, M.A., LL.D., already referred to. As his successor the Governors have appointed Mr. James Muir, M.A., D.Sc., to the Chair of Natural Philosophy. Dr. Muir has long been associated with the College, first as a pupil of Allan Glen's School, and afterwards as a student of the College proper. He was admitted an Associate in 1897, and subsequently acted as Dr. Blyth's assistant. He was, moreover, a distinguished student of the University of Glasgow, graduating B.Sc. in Engineering in 1896, and receiving the degree of D.Sc. in 1902. In 1897 he was awarded a Royal (1851) Exhibition Scholarship, which he held at Cambridge University for three years, carrying on physical research, mainly in subjects bearing upon Engineering. He subsequently proceeded to the degree of M.A. of that University. Since leaving Cambridge he has been engaged in the University of Glasgow as Assistant to the Professor of Natural Philosophy, Arnot and Thomson Demonstrator in Physics, and Lecturer on Electricity.

The development of the classes in what was formerly known as the Industrial Arts Department has led to a reorganisation of this section of the College work. The classes in House Decoration, Cabinetmaking, and other similar trades have been placed under the supervision of the Committee in charge of the Department of Architecture, and Mr. John Ednie has been appointed Superintendent of this group. Mr. Ednie was trained under the late Mr. W. Scott Morton, of Edinburgh, in wood-carving, design, and decoration, and the design and working of Tynecastle tapestry. He had assisted Mr. J. Kinross, R.S.A., in work of importance, and had also been engaged under Messrs. Garvie and Son, of Aberdeen. He was employed by Messrs. Wylie and Lochhead, of Glasgow, and was also chief lecturer on Furniture Design and Construction at the Heriot-Watt College, Edinburgh. In view of the relationship existing between the College and the School of Art, and the desire on the part of the governing bodies of both institutions to co-ordinate their work, the authorities of the School of Art were consulted regarding Mr. Ednie's appointment, and it has been made with their full concurrence.

Owing to the increase in the number of classes in the Department of Printing, the Governors have confined Mr. Crosskey's services to the superintendence of that Department. These classes now include sections devoted to Lithography, Typography (with separate divisions for machinists and for compositors), and Bookbinding.

Of the junior members of the staff, Mr. Matthew Graham Anderson, B.Sc., after six years' valuable service in the Department of Mechanics, latterly as Senior Assistant, has been appointed Lecturer in Engineering in the Manchester Municipal School of Technology.

Mr. T. J. Murray, Ph.D., one of the Assistants in Chemistry, has been appointed Demonstrator in Chemistry in the University of Birmingham. He has been succeeded by Mr. Forsyth J. Wilson, B.Sc., Ph.D.

Mr. John W. M'Trusty, Assistant in the Department of Mining, has been appointed to a Lectureship in the Wigan Mining College.

Mr. James A. Cormack, B.Sc., Assistant in the Department of Engineering Drawing, and an Associate of the College, has been appointed to the important position of Lecturer on Civil Engineering at the College of Engineering at Tongshan, under the Chinese Imperial Railway Administration.

Mr. W. S. Denham, Assistant in the Department of Chemistry, has received the degree of B.Sc. from the University of London, and Messrs. Robert Royds and J. W. Campbell, both Assistants in the Department of Engineering, have received the degrees of M.Sc. and B.Sc. respectively, from the University of Manchester.

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The following statement shows the number of students enrolled for this and the preceding session :—

	1904–5.	1905–6.
Individual Students—		
Day Classes	530	535
Evening Classes—		
In College	*4,116	3,758
At Country Centres	66	54
Total Individuals	4,712	4,347
Class Enrolments—		
Day Classes	1,855	2,071
Evening Classes	*6,722	6,190
Totals	8,577	8,261
"Student-hours"—		
Day Classes	153,200	173,806
Evening Classes	*249,779	226,061
Totals	402,979	399,867

In the above Table all the figures referring to classes of a special character, not forming part of the ordinary curriculum, are excluded. For the courses of lectures delivered under the David Elder Lectureship Endowment, subsequently mentioned, 920 tickets were issued.

It will be noticed that the figures referring to day students continue to indicate progress. The number of individual students has increased very slightly, but the numbers of class enrolments and "student hours" show a substantial improvement, and indicate that the number of students following systematic courses of study and giving their whole time to College work is increasing. The decrease in the number of evening students is due solely to the operation of the agreement between the College and the local School Boards, referred to in last year's report. In accordance with this agreement the Governors ceased to conduct elementary classes in Mathematics, Engineering Drawing, and Building Construction, the students being transferred to the corresponding classes under the School Boards. On their part, the School Boards undertook not to conduct classes which would overlap with the higher classes in these subjects carried on by the College, but during the past session this arrangement had a somewhat one-sided result, as very few students prepared in the elementary classes of the School Boards were received in the College, hence the decrease in the total number of College students. It is believed that this diminution will be temporary as the Joint-Committee representing the School Boards and the College has had several meetings during the year with the object of improving the arrangements for the passing on to the College of Continuation Class students capable of profiting by the higher instruction the College offers.

The David Elder Lectures in Astronomy, endowed by the late Mrs. John Elder, LL.D., were inaugurated by Professor H. H. Turner, M.A., D.Sc., F.R.S., Savilian Professor of Astronomy in the University of Oxford, who delivered the first two lectures. These were followed by two series of lectures—one by the Rev. Edward Bruce Kirk, formerly Assistant to the late Professor Tait, and one by Professor George Forbes, M.A., F.R.S., the predecessor in the College of the late Professor Blyth. All the lectures were well and regularly attended, and the gratifying success of this new development indicates the existence in the locality of a keen interest in the study of Astronomy—an interest that Mrs. Elder's generosity has placed the

* NOTE.—The figures for 1904-5, published in the last report, included the students attending special classes not forming part of the regular classes. These figures are omitted from the present table so that a proper comparison may be made with the figures for 1905-6.

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Governors in a position to foster. The value of future courses will be much enhanced by the gift to the College of the late Mr. John Dansken's astronomical instruments and library of books on astronomy, received from Mr. Dansken's Trustees and family. The books have already been placed in the College library, and will be known as the Dansken Collection. Suitable provision will be made in the section of the building still to be erected, for an observatory, in which the instruments will be mounted. These include a 12-inch reflecting telescope, with mounting and driving clock; a 7-inch refracting telescope; and a transit instrument and stand.

Several of the special accounts dealing with endowments for bursaries and other specific purposes show credit balances, but the general account, covering the principal operations of the College, is left with a deficit of £2,583 4s. 6d.

The increased expenditure resulting in this deficit is entirely due to the large developments which have taken place within the College during recent years and to the increased cost of working involved by the occupation of the new buildings. The Governors will be placed in a position of much anxiety if additions to the revenue are not forthcoming. One-half of the approved expenditure is met by grants from the Scotch Education Department on the condition that the other half is provided from local sources; but the income from local sources has not kept pace with the growth of the College. The principal annual grant towards working expenses is that from the City Council, which has fallen from £4,700 in 1903–4 to £4,380 for the session of 1906–7. The reduction has, no doubt, been caused by the diminution in the Residue Grant allocated to the City, and not by any failure on the part of the Corporation to appreciate the work the College is doing—an appreciation which has frequently been expressed in other ways. But its effect on the work will be none the less serious; and, in the absence of additional income, the Governors will be compelled to give definite refusals to the many demands they receive for the establishment of new classes, even if they are not obliged to curtail the present operations of the College. It is, of course, impossible to expect that the class fees which can be paid by artisans can cover the cost of the instruction provided. The endowments of the College and the grants from the Corporation and the Education Department have made up the deficiency in the past, but this is not now the case, and the success which has marked the work of the last few years is the immediate cause of the straitened financial position which the Governors are now called upon to face.

The following is an excerpt from the Report of the Librarian:—

"The new Reading Room is all that could be desired in respect of form, size, and lighting, and is advantageously situated for supervision by the Librarian. The attendance in the Reading Room, especially during the evenings, showed a marked improvement on former years.

"The removal to the new buildings gave the requisite opportunity for commencing a rearrangement of the Library on modern lines; and with the object of seeing in operation the chief systems of library working, I visited the principal libraries in Newcastle-on-Tyne before the beginning of the session, and those in New York, Philadelphia, Washington, and Boston in the spring of this year. These visits proved most instructive, and very valuable information was gathered regarding the details of different methods of conducting large and small libraries, general and sectional.

"The right of readers to confer with the Librarian on all matters connected with their reading was productive of excellent results. Students seemed to be aware of the arrangement from the outset; and the great majority sought advice freely as to choice of books or sources of information on subjects in which they were interested."

In accordance with the terms of the special minute governing grants to the College from the Education Department, the College has been visited during the session by Dr. J. J. Dobbie, F.R.S., who, on behalf of the Education Department, inspected the work of the Departments of Chemistry, Technical Chemistry, and Metallurgy. The Governors have

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every reason to be gratified with the report of Dr. Dobbie. He spoke in high terms regarding the arrangement of the laboratories in these departments and the character of the instruction given. He deplored the fact that the number of assistants was not sufficient to permit the Governors to reduce the working hours of the staff sufficiently to allow enough time to be devoted to original research. He expressed the opinion that the teaching of Chemistry, at all events in its higher branches, is never so efficient as in the hands of those who are themselves actively engaged in widening the boundaries of chemical knowledge; and that it is not possible for the College to properly fulfil its functions in relation to the chemical industries of the country unless it affords adequate opportunities for the prosecution of research. The Governors cordially agree with this opinion; and, while they would be only too glad to render the arrangements in these and other departments of the College more satisfactory by the appointment of additional assistants, they regret that financial considerations make this impossible at present.

Dr. Dobbie also referred to the fact that the Governors had felt themselves precluded from opening classes in Dyeing and Bleaching on account of the provision already made to some extent in the Glasgow Weaving College. He expressed the hope that an arrangement would be made whereby the College laboratories could be used for the advancement of the textile industries; and with a view to this, negotiations have now been opened with the Weaving College, and a special course in Chemistry has been arranged for students of Dyeing and Calico Printing.

Sir Rowand Anderson, LL.D., inspected the Architecture Department of the College on behalf of the Education Department. The Governors were gratified by his remarks regarding the efficiency of the work of the classes in Architecture and Building Construction, and by his approval of the steps taken for the reorganisation of the classes for painters, cabinetmakers, and other tradesmen, now included in this department.

Mr. F. Y. Golding, on behalf of the Department, inspected the classes in Boot-making. These classes have hitherto been conducted on a somewhat small scale; but Mr. Golding spoke of the work done as being very creditable, and commended the arrangements made for the additional classes to be established next session for machinists.

The reports of the External Examiners for Trade classes were submitted to the Governors after the final examination of the session, and, without exception, were of a satisfactory character. The External Examiners were :—

Boilermaking—Mr. John Irving, of Messrs. Denny and Co., Dumbarton.

Plumbing—Alderman Richard Hind, J.P., ex-Mayor of Stockton-on-Tees.

Sheet-Metal Work—Mr. Duncan Maitland, of the Caledonian Railway Company.

Bootmaking—Mr. W. Richardson, of Messrs. Kelly and Co., Kilmaurs.

Typography—Mr. Walter B. Blaikie, of Messrs. T. and A. Constable, Edinburgh.

Lithography—Mr. D. Cumming, of Messrs. M'Lagan and Cumming, Edinburgh.

Bookbinding—Mr. William Pender, Edinburgh.

The arrangements for the coming session include the following new classes :—

In the Department of Civil Engineering a complete series of classes has been arranged to cover the subjects of Harbours and Docks, Railways and Roads, Sewerage and Water Supply, Foundations and Materials, and Mechanics of Structures. In the Department of Bacteriology new courses have been instituted to meet the requirements of candidates for the College Diploma in Chemistry. In the Department of Technical Chemistry a special course will be given on the Manufacture of Sulphuric Acid. Reference has already been made to the opening of the School of Bakery, and full courses of instruction for both day and evening students have been

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organised. In addition to the subdivision of several evening classes caused by the increase in the enrolments, special evening courses will be given in Gas Distribution and Lighting, Valve Diagrams and Valve Gears, the Screw Propeller, as well as several courses in Civil Engineering, on the same lines as those arranged for day students. Among the Trade classes a special course of lectures has been arranged for grocers and provision merchants. An additional course for machinists will be added to the ordinary classes for bootmakers; and the Governors are indebted to the British United Shoe Machinery Company, Limited, for the loan of a number of valuable machines for the use of the instructors, and to the Singer Manufacturing Company for the loan of other machines used for demonstration purposes. In the Department of Plumbing special courses will be given in Lead Burning. At the instance of members of the watchmaking trade new classes have been organised for watchmakers, and these have been placed under a Provisional Committee, consisting of employers and operatives; the workshop is being supplied with a very satisfactory equipment of tools, the cost of which will be covered by subscriptions from the trade.

Enrolments in the Several Departments of the College.

Day Classes.

Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mathematics.				
Course I.	112	119	12,008	12,008
Do. II.	56	94	4,315	4,315
Do. III.	25	119	2,631	2,631
Summer Session	23	51	821	1,346
Natural Philosophy.				
General Course I.	109	118	11,430	11,430
Experimental Physics, Course II.	14	68	908	908
Dynamics, Course II.	4	45	165	165
Thermodynamics	36	23	753	753
Practical Physics, Engineers	84	24	1,542	4,621
„ General	7	119	303	622
Medical Physics	8	57	436	436
Summer Session—				
Experimental Physics, General Course	11	21	199	199
Practical Physics, Course for Chemistry Students	12	42	349	1,008
Chemistry.				
Inorganic Lectures, Course I.	114	117	11,675	11,675
Organic Lectures, Course I.	13	42	542	542
Laboratory, Engineers	81	23	1,504	4,512
„ General Course I.	56	124	2,016	6,956
„ „ II.	23	125	2,714	13,949

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Chemistry—continued.				
Summer Session—				
Inorg. Lect., General Course	18	19	263	263
„ Course II.	14	47	558	558
Organic Lectures, Course II.	13	46	575	575
Physical Chemistry	7	45	292	292
Laboratory, General—				
Course I.	25	50	1,004	3,098
„ II.	23	52	1,070	5,955
Special Courses for Teachers—				
Course I.	12	15	180	900
„ II.	5	15	73	375
Technical Chemistry.				
Laboratory, Fuels and Oils	38	25	848	1,696
„ General Course	7	121	255	899
Summer Session—				
Laboratory	5	52	204	712
Metallurgy.				
Lectures, Course I.	12	41	436	436
„ „ II., Iron and Steel	6	65	323	323
„ „ „ Precious Metals	7	45	267	267
„ „ „ Assaying	9	23	177	177
Laboratory	15	122	1,090	5,013
Summer Session—				
Lectures, Course II., Heavy Metals	8	45	287	287
Laboratory	11	51	303	1,131
Mechanics.				
Lectures, Course I.	102	49	4,476	4,476
„ „ II.	54	72	3,616	3,616
„ „ III. (Dynamics of Machinery)	17	47	751	751
„ „ „ (Strength of Materials)	23	49	1,077	1,077
Laboratory, Course I.	37	24	827	2,481
„ „ II.	15	24	333	999
Mechanics of Structures, Course I.	59	47	2,100	2,100
„ „ „ II.	17	25	371	371
„ „ „ III.	13	24	232	232
Structural Drawing	5	98	199	496
Summer Session—				
Lectures	26	52	810	810
Engineering Drawing.				
General, Course I. (Engineers)	88	70	5,474	14,658
„ „ (Chemists)	14	24	231	693
„ (Public Health Students)	3	22	68	192
„ Course II.	37	48	1,601	4,803
General Design	12	23	260	1,040
Naval Architecture Drawing	2	46	88	352
Materials of Construction	40	24	863	863
Descriptive Geometry	21	46	609	667
Summer Session—				
General Drawing	17	38	428	1,221

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Civil Engineering.				
Railways and Roads	57	25	1,206	1,206
Harbours and Docks	28	25	556	556
Surveying	58	25	1,179	1,179
Drawing	6	25	139	278
Prime Movers.				
Lectures, Course I.	51	49	2,217	2,217
„ „ II.	22	72	1,503	1,503
Laboratory, Course I.	21	47	900	2,700
„ „ II.	13	45	514	1,542
„ Electrical Engineers	6	23	119	357
Electrical Engineering.				
Lectures, Course I.	50	49	2,300	2,300
„ „ II.	18	72	1,094	1,094
Laboratory, Course I.	22	116	1,129	3,348
„ „ II.	14	116	982	3,007
„ Special Courses	13	24	267	863
Summer Session—				
Laboratory	12	47	258	769
Mining and Geology.				
General Mining	6	47	259	259
Coal Mining	8	24	182	182
Geology and Mineralogy	14	47	565	565
Laboratory and Drawing	12	116	1,094	2,718
Summer Session—				
Geology, General Course	19	10	155	155
Mine Surveying	8	53	419	1,257
Architecture.				
Course Ia.	6	120	579	1,267
„ Ib.	3	75	148	444
„ II.	3	120	335	1,005
„ III.	1	48	34	102
Totals	2,071	4,482	105,063	173,806

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Classification of Day Students giving whole time to College.

—	1st Year.	2nd Year.	3rd Year.	Total.
Diploma Course Students :—				
Civil Engineering	82	4	1	142
Mechanical Engineering		13	12	
Electrical Engineering		13	7	
Naval Architecture		—	2	
Mining		5	3	
Chemistry	11	11	4	27
Metallurgy		1	—	
Architecture	10	5	1	16
Other Engineering Students :—				
Candidates for admission to Royal Navy, etc.	7	20	1	28
Additional during Summer Session only	5	—	—	5
Other Mining Students :—	2	2	1	5
Other Chemistry Students :—				
Candidates for Institute of Chemistry Examinations, Research Students, etc.	7	5	2	14
Additional during Summer Session only	15	5	—	20
Other Metallurgy Students :—	3	5	2	10
Other Architecture Students :—	9	7	—	16
Research Students in Botany and Bacteriology :—	—	2	—	2
				285
Corresponding Total for Session 1904–5				225

Evening Classes.

Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mathematics.				
Course I.	303	48	11,989	17,984
„ II.	125	48	4,877	6,096
„ III.	25	48	999	1,498
Natural Philosophy.				
Dynamics—				
Course I.	29	24	563	1,126
„ II.	9	24	135	270
Heat and Property of Matter—				
Lectures, Course I.	40	25	749	936
„ „ II.	14	24	241	361
„ „ III.	7	24	156	156
Laboratory, Course I.	33	24	587	880
„ „ II.	12	23	157	236
„ „ III.	7	23	148	222

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours
Natural Philosophy—cont.				
Magnetism and Electricity—				
Lectures, Course I.	83	24	1,575	1,969
" " II.	24	24	461	461
" " III.	8	24	167	167
Laboratory, Course I.	61	23	1,019	1,528
" " II.	19	23	348	522
" " III.	8	23	148	296
Optics, Lectures	30	25	509	509
" Laboratory	25	25	345	517
Practical Physics—				
Course I.	15	24	295	885
" II.	9	25	189	567
Chemistry.				
Inorganic—				
Lectures, Course I.	99	49	3,543	3,543
" " II.	40	48	1,337	1,337
Laboratory, Course I.	65	48	2,463	4,926
" " II.	34	47	1,245	2,490
" " III.	2	47	81	243
" " IV.	3	47	119	357
" Special Courses	17	70	302	906
Organic—				
Lectures, Course I.	15	48	596	596
" " II.	11	25	227	227
Laboratory, Course I.	11	47	420	840
" " II.	11	48	392	983
" " III.	2	47	57	171
Technical Chemistry.				
Lectures, Fuels	23	24	426	426
" Oils and Fats	24	24	372	372
" Gas Manufacture	23	23	370	370
Laboratory, Fuels, Oils and Fats	24	72	782	1,996
Metallurgy.				
Lectures, General Course I.	14	24	292	292
" " " II.	17	24	341	341
" Iron and Steel, Course I.	23	24	401	401
" " " " II.	17	25	288	288
" Higher Metallurgy	9	25	164	164
" The Foundry	54	24	1,010	1,010
Laboratory, General, Iron and Steel, and the Foundry	48	48	1,083	3,099
Mechanics.				
Lectures, Course I.	340	24	6,364	12,728
" " II.	133	24	2,368	4,736
" " III.—				
Strength of Materials	22	24	381	571
Dynamics of Machinery	10	24	181	271
Hydraulics	14	24	222	333
Structural Drawing and Design	24	49	618	1,700
Laboratory	21	25	355	1,065

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Engineering Drawing.				
General—Course I.	74	48	3,045	5,320
„ „ II.	18	47	643	1,286
Design	2	47	87	174
Calculus	62	24	872	1,744
Naval Architecture Drawing—				
Course I.	4	45	173	346
„ II.	7	49	115	230
„ III.	4	48	93	186
Civil Engineering.				
Drawing and Design	19	24	326	652
Sanitary Engineering, Course I.	62	23	1,069	1,120
„ „ „ II.	50	23	923	963
Prime Movers.				
Lectures, Course I.	227	25	4,530	9,060
„ „ II.	84	24	1,606	3,212
„ „ III.	15	24	272	408
Laboratory, Course I.	33	12	252	504
„ „ II.	12	22	106	212
Boilermaking, Course I.	58	49	2,158	3,237
„ „ II.	36	49	1,405	2,107
Special Course—				
Locomotive Design	26	10	216	324
Electrical Engineering.				
Lectures, Course I.	208	24	3,934	3,934
„ „ II.	147	24	2,655	2,655
„ „ III.	76	48	2,312	2,312
Laboratory, Course I.	47	25	767	1,534
„ „ II.	27	24	493	986
„ Instrument Making	16	25	339	678
Telegraphy and Telephony, Course I.	62	25	1,217	1,217
Telegraphy, Course II.	9	24	149	149
Telephony, Course II.	34	24	704	704
Special Courses—				
Electric Traction	85	11	600	600
Continuous Current Generator Design	27	12	239	239
Mining and Geology.				
Coal Mining	60	24	1,020	1,020
General Mining	10	24	175	175
Mining Engineering and Surveying	8	24	145	290
Geology, Course I.	58	24	992	992
„ „ II.	25	24	352	352
Mineralogy, Lectures	16	25	283	283
„ Laboratory	16	25	260	390
Special Saturday Classes for Miners—				
Mining, Course I.	21	23	385	385
„ „ II.	31	23	580	580
„ „ III.	39	23	624	624
„ „ IV.	15	24	295	295
Mining Drawing	20	24	385	642
Mathematics, Course I.	23	24	435	435
„ „ II.	30	24	572	572
General Science	30	24	484	806

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Mining and Geology—cont.				
Applied Mechanics and Steam	23	24	390	390
Electricity applied to Mining	54	23	1,021	1,021
Mining, Laboratory	9	24	170	285
Mining Engineering	15	24	293	293
Surveying, Course I.	7	10	60	120
„ „ II.	17	10	163	326
Naval Architecture.				
Course I.	30	24	631	631
„ II.	65	24	1,378	1,378
„ III.	35	25	630	630
Architecture and the Building Trades.				
Architecture, Course I.	44	49	1,873	4,504
„ „ II.	26	97	2,016	5,040
„ „ IIA.	42	25	861	2,041
„ „ IIB.	28	24	553	1,280
„ „ III.	23	48	916	2,248
„ „ IV.	20	24	378	378
„ „ V.	83	24	1,751	4,377
Stereotomy	9	6	27	27
Carpentry and Joinery	58	25	1,049	2,622
Brickwork	6	24	108	270
Masonry	22	25	478	1,195
Quantity Surveying	51	24	982	1,964
Decoration	30	125	972	1,944
Graining	48	49	1,357	2,714
Sign Writing	77	101	2,463	4,926
Furniture Design	34	75	1,288	2,576
Modelling	6	50	215	430
Ornamental Metal Work	6	50	248	496
Wood Carving	10	50	393	786
Practical Wood Work	11	51	420	840
Botany and Bacteriology.				
Botany—				
Lectures, Course I.	27	24	436	436
„ „ II.	9	25	181	181
Laboratory, Course I.	20	47	574	1,148
„ „ II.	4	47	163	326
„ Special Courses	5	46	133	266
Summer Session, Lectures	152	20	* 2,280	*2,280
Summer Session, Laboratory	23	27	397	794
Trees and Timber	14	24	241	603
Bacteriology—				
Lectures, Course I.	19	24	331	331
Laboratory, Course I.	17	23	294	588
„ „ II.	8	25	145	435
Zoology.				
Lectures, Course I.	11	24	173	173
„ „ II.	11	24	181	181
Laboratory, Course I.	9	24	132	264
„ „ II.	11	24	168	336

* Estimated.

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Departments and Classes.	No. of Students.	No. of Class Meetings.	No. of Attendances.	No. of Student-hours.
Physiology - - -	30	25	428	876
Hygiene.				
Lectures, Course I. - - - -	9	24	168	168
Laboratory, Course I. - - - -	5	23	99	198
„ „ II. - - - -	14	23	239	717
Music.				
"Euing" Lectures - - -	61	24	845	845
Harmony, Course I. - - -	22	25	410	410
„ „ II. - - -	16	24	310	310
„ „ III. - - -	3	25	53	53
Rudiments - - - - -	22	49	680	680
Plumbing.				
Lectures, Preliminary Course - -	68	24	1,125	2,250
„ Course I. - - - -	38	24	663	1,326
„ „ II. - - - -	30	24	597	895
„ „ III. - - - -	26	25	559	838
Practical Preliminary Course - -	34	24	646	1,292
„ Course I. - - - -	21	25	392	784
„ „ II. - - - -	26	25	486	964
„ „ III. - - -	17	25	327	654
Drawing - - - - - -	61	24	721	1,442
Country Centres—				
Kilmarnock—Lectures - -	36	25	699	1,398
„ Practical - - -	16	24	301	602
Coatbridge—Lectures - - -	20	28	375	750
„ Practical - - -	18	28	335	670
Sheet Metal Work.				
Lectures, Course I. - - - -	83	24	1,469	2,938
„ „ II. - - - -	24	24	396	792
Practical General Course I. - -	36	24	586	1,172
„ „ II. - - -	8	24	150	300
„ Sheet Iron Work, Course I. -	28	24	565	1,130
„ „ „ „ „ II. -	7	24	139	278
Bootmaking.				
Pattern-cutting, Course I. - - -	16	23	323	646
„ „ II. - - -	7	25	151	302
Special Course for Shopmen - -	15	23	258	387
Printing and Allied Trades.				
Typography, Lectures - - -	73	*16	558	837
„ Practical, Machine - -	18	79	741	1,482
„ „ Case - -	24	77	883	1,766
Lithography, Lectures - - -	26	18	273	341
„ Practical - - -	20	102	850	1,700
Bookbinding - - - - -	14	76	946	1,892
Totals - - - - -	6,190	5,607	138,363	226,061

* Exclusive of free public Lectures.

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Associateship of the College (A.G.T.C.).

Civil Engineering	One Student.
Electrical Engineering	Seven Students.
Mechanical Engineering	Three Students.
Mining	Two Students.
Naval Architecture	One Student.

Course Certificate of the College.

Architecture	Two Students.
Building Construction	Three Students.
Chemistry	Two Students.
Civil Engineering	Two Students.
Electrical Engineering	Three Students.
Mathematics and Physics	One Student.
Mechanical Engineering	Seven Students.
Naval Architecture	Four Students.
College Certificate in Assaying	Eight Students.

Occupations of Evening Students.

Men.

Mechanical Engineers and Draughtsmen and Structural Draughtsmen	1,175	
Boilermakers, Ship Platers, Shipwrights, and Ship Carpenters	93	
Blacksmiths, Brassfounders and Finishers, Foundry Managers, Moulders, Steel Smelters, and Roll Turners	46	
Tin and Copper Smiths and Sheet Metal Workers	116	
Civil and Mining Engineers and the Mining Industries	324	
Electrical Engineers and Draughtsmen, and Instrument makers	227	
Opticians, Watchmakers, and Jewellers	24	
Telegraphists, Telegraph and Telephone Mechanics	121	
Clerks, Travellers, and Civil Servants	199	
Teachers	139	
Sanitary Inspectors	7	
Architects, Measurers, and the Building Trades	703	
Chemists, Gas Manufacture, Druggists, Drysalters, Paper Makers, Dyers, Colour Makers, and Bleachers	123	
Paint and Oil Trades	6	
Printing and Allied Trades	119	
Cabinetmaking and the Furnishing Trades	37	
Bootmaking Trades	32	
Warehousemen and Salesmen	25	
Gardeners	8	
Other Trades	77	
No occupation or occupation not stated	83	
		3,684

Women.

Teachers	46	
Telegraphists, Clerks, Dressmakers, Milliners, &c.	11	
Chemists and Sanitary Inspectors	7	
Other Occupations	8	
No occupation or occupation not stated	56	
		128
Total		3,812

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Districts from which Students of the College were Drawn.

	Day Students.	Evening Students.
Glasgow and Suburbs	263	2,693
Other portions of Lanarkshire	69	443
Renfrewshire	40	321
Dumbartonshire	25	179
Stirlingshire	14	45
Ayrshire	27	102
Other Scottish Counties	53	29
England and Wales	14	—
Ireland	6	—
India, South Africa, New Zealand, Ceylon, West Indies, South America, United States, Russia, Holland, Spain and Egypt	24	—
Totals	535	3,812

Ages of Students.

	Day Students.	Evening Students.
15	1	7
16	7	50
17	35	141
18	53	246
19	62	354
20	68	402
21	60	384
22	76	397
23	29	344
24	31	267
25	30	209
26	19	161
27	11	137
28	10	110
29	9	122
30	6	83
31—40	21	312
41—60	5	60
Not stated (Adults)	2	26
Totals	535	3,812

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VII.—Glasgow Athenæum Commercial College.

The Council has much pleasure in being able to report that the past session—the third since the recognition of the College by the Scotch Education Department—has been a successful one, and has witnessed the accomplishment of much good work.

The total enrolments in the various classes was 1,709, and the number of individual students 1,182, as compared with 1,641 and 1,124 respectively last year, while the aggregate number of hours of attendance was 63,297.

It has been arranged to add to the curriculum a Course of Lectures on "Business Systems, Office and Factory Organisation, Cost Accounts, etc.," under Mr. W. J. Grosart. The Council is satisfied of the importance of this Course in affording a knowledge of Modern Business Procedure.

The Special Lectures delivered by Dr. Fernando Agnoletti on "The Literature of Sport in the Italian Renaissance" (in English), by M. Robert-Tissot on "Les Salons d'autrefois" (in French), and by Herr A. Oswald on "Pflege der Handelwissenschaften in Deutschland" (in German), were much appreciated. As there appears to be a desire for these lectures, especially when delivered in the foreign tongue, the Council has made arrangements for the delivery, during the current session, of another series of four lectures in French by M. Tissot, and of a similar course in German by Herr Oswald, the subjects being respectively "Cours de Littérature Française du XVIII. Siècle," and "Das Deutsche Drama."

The Certificates of the College are now awarded not only on the result of the Final and Class Examinations, but there is also taken into consideration the character of the students' home exercises and work in the class rooms.

In accordance with the Regulations of the Scotch Education Department, the distinction of First and Second Class is abolished, and the following classification has been adopted—"Excellent," "Very Good," and "Good"; and of the Certificates granted, the following were the numbers issued respectively under these distinctions:—124 "Excellent," 175 "Very Good," and 119 "Good." Prizes and Scholarships to the value of £250 were awarded last session.

Travelling Scholarships.

Two Travelling Scholarships in French and German, of the value of £50 each, offered by the Council in conjunction with the Scotch Education Department, have been awarded. This is the first time that any award of this nature has been made in the Athenæum, and it is hoped that this effort to encourage the students to perfect themselves in the knowledge of a foreign language by a short residence abroad will have a satisfactory result.

These Scholarships have again been offered for competition at the close of the current session.

Teachers' Classes.

The Teachers' Classes in French and German (under Article 91 d of the Code) have again been successfully carried on by M. Tissot and Herr Oswald. These classes are now under the supervision of the Provincial Committee for the Training of Teachers.

The Council desires to express its hearty thanks to the Corporation of Glasgow, to the Bellahouston Trustees, and the Burgh Committee on Secondary Education, for the Grants they have respectively given towards the maintenance of the College, and to the various gentlemen who have contributed to the Prize and Scholarship Fund,

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Subject.	No. of Students Enrolled.	No. of Meetings of Class.	Aggregate No. of Hours of Attendance.
Latin—Junior	13	61	480
" Senior	25	61	973
Greek	6	61	249
French—Initiatory	65	63	2,561
" " (Ladies)	5	62	198
" Intermediate	78	63	3,365
" " (Conversation)	61	31	1,104
" " (Ladies)	21	63	1,041
" Advanced	40	63	1,671
" " (Conversation)	49	31	845
" " (Socy. of Arts)	10	31	226
" " (Ladies)	8	63	407
" " (" Conv.)	8	32	174
" Teachers (91 d.)	27	37	1,649
German—Initiatory	42	63	1,605
" " (Ladies)	12	62	489
" Intermediate	47	63	1,471
" " (Conversation)	45	29	574
" " (Ladies)	9	62	445
" Advanced	34	63	1,374
" " (Conversation)	32	29	597
" " (Socy. of Arts)	15	26	301
" " (Ladies)	8	62	341
" Teachers (91 d.)	10	37	546
Italian—Initiatory	2	40	66
" Advanced	4	41	90
Spanish—Initiatory	27	62	867
" Advanced	16	62	716
English—Junior	27	63	1,085
" " (Ladies)	14	62	713
" Advanced	8	63	425
" " (Ladies)	6	63	276
Arithmetic—Intermediate	18	63	559
" Advanced	14	63	631
Mathematics—Junior	15	63	516
" Senior	25	63	973
Shorthand—Initiatory	137	63	5,424
" Intermediate	75	63	3,554
" Advanced	64	63	3,195
" Junior Reporting	49	63	1,920
" Senior "	32	61	1,543
" Private Classes Day	39	156	3,779
" " " Evening	21	92	441
Type-Writing—Day	30	156	1,922
" Evening	19	94	710
Writing	21	62	936
" (Ladies)	9	62	416
Book-Keeping—Junior	75	62	3,450
" Advanced	50	62	2,331
" (Ladies)	10	62	535
English Literature	33	20	451
Political Economy	40	20	516
Mercantile Law	62	20	877
Commercial Accounting and Business Methods	97	20	1,724
Totals	1,709	3,127	63,297

Number of Individual Students, 1,182.

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VIII.—Glasgow School of Art.

The Governors present the 64th Annual Report of the Glasgow School of Art, being that for the Session ending August 31st, 1906.

The Governors would acknowledge the encouragement they are constantly receiving from the Scotch Education Department and its officers.

The Governers recognise with gratitude the practical interest taken by the Town Council in the welfare and progress of the School, as evinced in the attention and assiduity of their Representatives, and especially would they thank the Council for the financial support given by the annual grant.

The Governors also desire to express their thanks to the Parks' and Galleries' Trust for the aids to study afforded by their loan and gifts of plants, flowers, &c., and for giving access to the Botanic Gardens and the Art Galleries. They would further give their thanks to those Educational Authorities and Trusts who make monetary grants to the school and offer bursaries and scholarships to students; to the annual subscribers to the funds of the school and to the Prize Funds and particularly would they desire to record the interest taken in the work of the school by the Governors of Haldane's Trust and by the Highland Society.

The Governors are assured that the organisation and work of the school in all the departments are in a very healthy condition. Although no elementary work is undertaken by the School of Art and the entrance examination is of the standard accepted for the Leaving Certificate in Drawing, the number of students attending during the past Session exceeded by 106 the number of students enrolled the previous year. This shows the influence of the school is permeating the work of the continuation and other preparatory classes, and that the demands of the school are being answered by a general raising of the level of art work in these classes.

In the City the arrangements made between the Governors of the School of Art and the Governors of the Technical College, whereby architectural students receive part of their training in the Technical College and part in the School of Art, is working well and harmoniously. The organisation of the classes held in the two institutions is called the Glasgow School of Architecture and its affairs are managed by a Joint Committee of Governors, chosen from the two bodies. The Glasgow School Board takes a helpful interest in the school, and through their co-operation the best students of the continuation classes of the Board are selected to pass on to the evening classes of the School of Art.

As a result of the visits made in March last to the continuation classes of the Glasgow and Maryhill School Boards by Mr. J. Grigor, Art Inspector, Mr. J. Vaughan, Director of Art, Glasgow School Board and the Headmaster, Mr. Newbery, acting as co-judges, 36 Students were passed on to the school. Such selected students pass a further test before admission to the School of Art can be gained, and a certain number of bursaries and scholarships are made available to those who are successful. For some years past the number of candidates who have passed the test with merit has been greater than the scholarships at disposal and to meet this want the School Board made application to the Department and obtained permission to grant 20 bursaries, tenable at the evening classes of the School of Art, by students from the continuation classes. These bursaries form a new tie between the School Board and the Governors of the School of Art, and mark another phase in the practical co-ordination of Art Education in the City. The Governors acknowledge the valuable services towards this co-operation rendered by Mr. J. Vaughan, Director of Art to the Glasgow School Board. As an additional item of interest, it should be added that the School Boards of Maryhill, Eastwood, and Cathcart now take part in the continuation class scheme and send students on to the School of Art.

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The course of work in Drawing and Colour arranged by the School of Art and the Glasgow Weaving College for workers in the Textile Trades (other than Designers), has made a fair beginning, and it is hoped, as these classes become better known, and their value realised, that a larger number of students will come forward. The scheme has the warm sympathy of some of the manufacturers of Glasgow interested in the art education of their employees, and the Governors would venture to suggest that some service to the school might be rendered, did manufacturers insist upon a certain amount of practical art knowledge being possessed by their buyers, salesmen, warehousemen and others in responsible positions in those industries, in which art is an essential factor. In connection with these classes, but to include designers and art workers generally, as also the public, there is a proposition to have some lectures on the "History and Art of Textiles," and negotiations for this purpose are in progress.

The Governors have to regret the loss of M. Jean Delville, who for the past five years has been the Professor of Drawing and Painting in the Life classes. By an unanimous vote, both of the Committee of Professors of the Academy and of the Burgomaster and Municipal Council of Brussels, M. Delville has been appointed Professor in the Life Classes of the Academy of the Fine Arts in Brussels and he left at the end of the Session to take up his new duties. The Governors desire to record their appreciation of the services rendered to the school by M. Delville and of the high ideals both of work and of aims that he kept before his students. The high level of excellence now shown in the work of the Life classes caused much thought and anxiety to the Governors as to the choice of a successor. In June last a deputation consisting of the Chairman, Mr. James Fleming, Mr. Salmon, and Mr. Keppie, two of the Governors, along with the Headmaster, proceeded to London and Brussels to interview candidates. Their choice fell upon Mr. Greiffenhagen, and he has commenced his work in the school. Mr. Greiffenhagen is a painter of much repute, and is in the front rank of Black and White Artists. As a Black and White illustrator, his work has a great reputation both at home and abroad and the Governors feel that they have secured the services of an extremely efficient Professor.

The Governors are interested in a scheme for practical work in Figure Composition and Decoration, which is at present under consideration. This application of the work of the students of Life classes will give a direct aim to their studies. In connection with this Department three lectures on Art and Social Æsthetics were given by Mr. Georges Baltus, Artist and Writer on Art. The lectures were :—

1. "History of Art and its Utility for Artists."
2. "Philosophy of Composition."
3. "The City of Florence."

The lectures were well attended and appreciated.

At the request of the Scotch Education Department, Sir R. Rowand Anderson, LL.D.-*H*.R.S.A., Architect, visited the School of Art in March, 1906, more particularly to enquire into the working of the Glasgow School of Architecture. A copy of Sir Rowand's report, as submitted to my Lords, was sent to the Governors. (It is published at the end of this volume.)

In connection with the School of Architecture, the following letter sent by Hippolyte Blanc, Esq., R.S.A., to Mr. David Barclay, Architect Governor, may be interesting. Mr. Blanc kindly acted as one of the Judges of the work of the School of Architecture for bursaries and scholarships. He writes :—"In thanking you for your kind trouble and "hospitality of yesterday, I am constrained to take the opportunity to "express my appreciation of the pleasure afforded me of seeing what "is being done in Glasgow towards the training and special education "of those desiring an Architectural career. In my review of the 1,500 "drawings yesterday, I was much struck with the evidence of earnest "work and thoroughness throughout. The Studies in Construction— "of advanced type—showed much care and thought, and in the Design

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"Section many admirable schemes are exhibited, which show good "appreciation of what is dignified and appropriate in the Construction "of Public Buildings. Altogether, the amount and character of the "work was quite a revelation to me, and most pleasing to study. It bears "marked evidence of the ability and devotion of your Professors, Messrs. "Bourdon, McGibbon, and Gourlay. The high appreciation and enthusiasm "of the Students are shown by the large amount and excellent character of "the work exhibited. The Glasgow School of Architecture, under the able "Professors at present devoted to it, is deserving of the highest encourage-"ment."

The Governors are assured that any architectural student faithfully fulfilling the conditions of the diploma courses can receive an education in architecture, which is bettered only by the facilities afforded in a few of the larger continental cities.

Report on Sculpture and Modelling Classes by Sub-Committee of the Governors, Messrs. W. Forrest Salmon, F.R.I.B.A. (Convener), John Keppie, F.R.I.B.A., and John Henderson.

"The Sub-Committee appointed to visit the Sculpture and Modelling "Classes beg to report:—We have made several visits both to the day and "evening classes, and are much satisfied with them. The earnestness dis-"played by the teachers and the students is most commendable. In all "the departments, good progress has been made, and some of the work is "meritorious. It is interesting to note that one of Mr. Keller's Students, "Mr. T. J. Clapperton, gained the Royal Academy Travelling Studentship "last year."

Extract from the Report of the Judges appointed to decide upon the awards in this Section:—

Judges—Mr. W. Forrest Salmon, Architect Governor; Mr. Jas. Morton, Manufacturer; Mr. Alex. N. Paterson, M.A., Architect; Mr. Charles R. Mackintosh, Architect, and Mr. William Meikle, Glass Stainer and Decorator.

"The Judges desire to mark their appreciation of the labour and care "shown by the students of the day classes in Design and to recognise the "amount of sound study shown in the works presented. They were also "glad to see such excellent work being done by the Students of the evening "classes. Although it is impossible in every case that students could "personally carry out their studies in the material, they would recommend "that pupils should, as far as possible, make themselves familiar with the "technical processes relating to their studies."

To Mr. James Paton, Superintendent of the Galleries and Museums; to Mr. Whitton, Superintendent of the Parks; to Mr. Thomas Rennie, Curator of the Kelvingrove Art Gallery, and to the other Curators, the Governors desire to express their obligations for the kind assistance and courtesy rendered by them to the design students working in the City galleries, museums and gardens.

Mr. Arthur J. Gaskin, Director of the Vittoria Street School for Goldsmiths and Jewellers, Birmingham, made two visits to the Enamel Studio. The experiment was so successful that it is hoped, when funds permit, to call in the services of artists of expert knowledge to assist in the development of the work of other of the arts and crafts studios.

Not only are students coming to the school from greater distances, many residing in the city solely to attend the School of Art, but the claims of those students of the school who have prepared themselves for the profession of art teaching are now being very generally recognised. The art education of the public school teacher is a matter of much interest and of very great importance, especially at the present time, and the Governors are gratified to be able to give a more than satisfactory report upon the work done and the results obtained in the Article 91 (d) Teachers' Classes. 654 teacher students attended these classes last session; 109 diplomas were

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granted ; 49 diplomas were endorsed for fourth and fifth year post-diploma courses ; and 338 certificates were granted in the first, second and third courses. By a Minute dated January 30th, 1905, these classes, hitherto known as 91 (d) Classes, have been removed from the charge of Local Authorities, and placed in the hands of the Provincial Committee for the Training and Certification of Teachers. They now come under Article 55 of the Regulations for the Training of Teachers. All fees are to be abolished, and all teacher students are eligible for instruction. By a letter under date 27th July, 1906, the Provincial Committee recognised the Glasgow School of Art as a Centre for the Training of Teachers, and the organisation and arrangements for these classes for the next session have been approved of by the Provincial Committee.

The Haldane Travelling Scholarship, value £50, was, for the 20th year in succession, taken by a student of the school. Three candidates submitted works, two students in Painting and one in Architecture.

The Judges for the Travelling Scholarship, appointed by the Haldane Trustees, were Messrs. Alex. Roche, R.S.A., Painter ; R. M. G. Coventry, A.R.S.A., Painter ; John Henderson, Painter ; and Alex. N. Paterson, M.A., A.R.I.B.A., Architect. The work submitted by the painting candidates was considered of a good standard. The student is to travel in Italy, Germany and the Low Countries.

The Haldane Trustees offered 4 bursaries of £15 each tenable in the day classes and 70 evening class bursaries of fee value. The Judges appointed to judge the works for the bursaries were Messrs. Alex. N. Paterson and John Henderson.

The Governors, authorised by the Scotch Education Department, awarded 6 maintenance scholarships, value £20 each, with free instruction, and 7 travelling bursaries of £10 each, and 1 of £5.

12 junior and 16 senior art bursaries were granted by the Governors of the Glasgow Educational Endowments Board, and of these the 16 senior bursaries are tenable in the School of Art only. Authorised by the Scotch Education Department, the Glasgow School Board granted 20 bursaries, of fee value, to enable students of the continuation classes to pass on to the School of Art. All these bursaries are granted to enable students from the continuation classes to pass on to the school.

The Glasgow Highland Society sent seven students to the school. Three of these were granted bursaries, of the value of £30 each, with assisted fees. The four remaining students had their fees paid.

2 Students attended in terms of the Buchanan Bequest.
7 Students were admitted under the conditions of the Marshall Trust.
1 Student entered from Hutchesons' Trust.
1 Student was sent by a Subscriber.
1 Bursar came from Helensburgh.
2 Bursars „ Lanarkshire.
2 „ „ Stirlingshire.
2 „ „ Ayrshire.

4 day studentships of the value of £10 each, and 15 day assisted studentships and 30 evening studentships, of fee value, were granted by the Governors.

The Judges appointed by the Governors to award the various scholarships and bursaries were as follows :—

For drawing and Painting—Sir Francis Powell, LL.D., *P.*R.S.W. ; Messrs. E. A. Walton, R.S.A. (Assessor appointed by the Scotch Education Department) and John Henderson with Professor Delville and the Head Master.

For Architecture—Messrs. T. L. Watson, F.R.I.B.A. (Convener) ; David Barclay, F.R.I.B.A. ; Hippolyte Blanc, R.S.A., F.R.I.B.A. ; with Professor Bourdon, A.D.F.G. ; Professor C. Gourlay, B.Sc., A.R.I.B.A. ; Professor Alex. M'Gibbon, A.R.I.B.A. and Mr. James Boyd (Recorder).

For Modelling—Messrs. W. Forrest Salmon, F.R.I.B.A. ; John Keppie, F.R.I.B.A., and John Henderson, with Professor Keller and the Head Master.

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For Design—Messrs. W. Forrest Salmon, F.R.I.B.A.; James Morton; Alex. N. Paterson, M.A., A.R.I.B.A.; Charles R. Mackintosh; Wm. Meikle. with Professor A. Giraldon and the Head Master.

For Anatomy—W. K. Hutton, Esq., M.D., Assistant Professor, Glasgow University.

The heartiest thanks of the Governors are tendered to these gentlemen for their kind services.

The Financial Arrangements for the Maintenance of the School were similar to those of the previous year, viz.:—

"The Scotch Education Department give a grant not exceeding one-half "of the approved nett expenditure on the maintenance of the School after "the deduction of the income from fees. To obtain this grant, it is "necessary that there should be an annual contribution to the funds of the "School from sources other than the grant (but exclusive of income from "fees) of a sum equal to the said grant."

The Department Grant amounted to £2,415 8s. 4d.

The Income of the School from Local Sources included a sum of £1,700 from the Corporation, allocated from Customs and Excise Residue Grant, 1905. The Governors are very grateful, and desire to thank the Corporation for their generous acknowledgment of the work of the School.

For some time past it has been felt that for present purposes the school premises are too small, and if the work is to develop, even normally, the question of the completion of the school building is a matter of immediate necessity. When the school was built, the control of Art Education in Scotland was in the hands of the authorities at South Kensington, and the character of the work required by that Department differed in almost every respect from that now prevailing under the freer life permitted by the Scotch Education Department. Not only has the scope of study been enlarged but the conditions attaching to the production of work have entirely altered. The area of the school's influence has increased in a remarkable manner and from being a local institution with purposes and aims calculated to meet the demands of an examining Body in London, the school has become a Central Institution with a field of work which embraces not only the city of Glasgow, but extends over twelve adjacent counties. Moreover, the school is now called upon to do its share of the work for the training of teachers in the special subject of Art and for this provision will have to be made. To meet this development and these fuller needs larger premises have become an absolute necessity, if the school is to keep even its present position. Monies accruing from the General Aid Grant (1904–5 and 1905–6) are in the hands of the Department and the Governors have been informed, that, if an application be made for a Building Grant, it will be considered by my Lords. The Governors have appointed a Committee to consider the question as to what local support can be obtained. The school is doing a great and necessary work. This work is carried on in fairly equipped premises—the result in large measure of private effort—and the Governors would venture to hope that the same measure of support that enabled them to erect the present portion may be again extended to them to complete the whole design.

ENROLMENTS.

(*a*) *Ordinary Students.*

Maintenance Scholars	6
Travelling Bursars	8
Governors' Day Class Bursars	19
Governors' Evening Class Bursars	26
Haldane Day Bursars	3
Haldane Evening Bursars	100
Educational Endowment Bursars	14
Buchanan Trust Bursars	2
Dunfermline Carnegie Trust Bursars	2
Lanark County Council Bursars	2
Stirling County Council Bursars	2
Ayr County Council Bursars	4
Helensburgh Bursar	1

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Subscribers' Bursar	1	
Highland Society Students	7	
Hutchesons' Hospital Student	1	
Marshall Trust Scholars	7	
Day Students	223	
Evening Students	209	
		639
(*b*) *Article 91(d) Teachers' Classes*		465
(*c*) *Pupil Teachers' Class*		44
(*d*) *Numbers at Recognised Centres*:		
Lanark	64	
Lesmahagow	81	
		145
		1,293

ORDINARY STUDENTS.		
Day Classes	241	
Evening Classes	398	
		639
ARTICLE 91 (d) STUDENTS.		
Saturday Classes	629	
Thursday Evening Class	25	
		654
		1,293

TOWNS AND DISTRICTS FROM WHICH STUDENTS OF THE GLASGOW SCHOOL OF ART ARE DRAWN.

Glasgow	506
Partick	34
Govan	12
Rutherglen	25
Other Parts of Lanarkshire	403
Dumbartonshire	71
Renfrewshire	125
Ayrshire	42
Argyllshire	6
Stirlingshire	25
Other Scottish Counties	31
England	3
Ireland	2
Belgium, Transvaal, United States, New Zealand	8
	1,293

OCCUPATIONS AND NUMBERS OF ORDINARY STUDENTS.

Teachers	62	
Designers, Draughtsmen, Lithographic Artists	210	
Architectural	136	
Glass Stainers, Enamellists, &c.	32	
House Painters, China Painters, Coach Painters, &c.	19	
Stone Carvers, Wood Carvers, Gilders, Modellers, Plasterers	35	
Cabinetmakers and Joiners	19	
Engravers, Silver Chasers, Bookbinders, &c.	22	
Accountants, Clerks, House Factors	12	
Measurers	8	
Blacksmiths, Engineers, Gasfitters, &c.	8	
Shopkeepers and Warehousemen	9	
Other Students	67	
Total Number of Ordinary Students		639
Teachers' 91(d) Classes		654
Total Number of Students		1,293

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IX.—Leith Nautical College.

Report for the Year, 1st August, 1905 to 31st July, 1906.

(By the Head Master.)

Number of Persons in Attendance :—
Day Classes ;—

For Navigation	138
„ Nautical Astronomy	138
„ Mathematics, underlying these	138
„ Physics of the sea	76
„ Shipping Law and Practice	28
„ Electricity on Board Ship	28
„ Ship Surgery, Medicine, and Hygiene	95
„ Fishermen's Class	12
Total	653

Evening Classes :—

Tutorials in Navigation Subjects	123
Ship Surgery, Medicine, and Hygiene	63
Naval Architecture	19
Design of Marine Motors	14
Electricity on Board Ship	8
Total	227

Popular Evening Lectures - - - - - - - - 185

Number of individuals in the Day Classes	150
„ „ Evening Classes	171
„ „ at the Public Lectures	185
Total	506

The number of Lectures and Demonstrations given during the year is 11,770.

Numbers who have passed the Local Marine Board Examination :—

Extra Masters	9
Steam and Electric Appliances in Ships	1
Ordinary Masters	18
First Mates	25
Second Mates	24
Masters, Home Trade Passenger Ships	3
Mates „ „	5
Total	85

Number who passed the St. Andrew's Ambulance Association's Examination for endorsement on their certificates of competency - 30

Many more qualified, but were not able to be at home at the dates of the Examination.

Number of Boys sent to sea - - - - - - - - - 5

The Fishermen's Class on Saturdays was rather small, but the men who did come did excellent work under my own teaching.

With a view of extending the usefulness of the teaching in "Electricity on Board Ship," the Governors have already sanctioned an extension of the programme of 1905–6 for 1906–7.

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X. The West of Scotland Agricultural College (including Kilmarnock Dairy School).

I.—Intramural Work of the College.

(Glasgow.)

Day Classes.

Number of Individual Students		90
Number attending—		
Intermediate Agriculture (Soils and Manures)	16	
Advanced „	24	
Introduction to General Botany	34	
Agricultural Botany, Junior Lectures	23	
Do. do., Junior Practical	28	
Do do., Senior Lectures	6	
Do. do., Senior Practical	5	
General Chemistry, Lectures	58	
Do. do., Practical	24	
Do. do., do.	34	
Agricultural Chemistry, Senior Lectures	10	
Do. do., Senior Practical	9	
Entomology	8	
Veterinary Science	19	
Agricultural Engineering	10	
Forestry	2	
Special Farmers' Course	47	
„ Foresters' Course	3	
„ Winter Dairy Course	21	

Evening Classes.

Number of Individual Students		131
Number attending—		
Agriculture, Junior	31	
Do., Senior	15	
Dairying	28	
Forestry 1st Year Course	6	
Do., 2nd do.	8	
Timbers and Timber-measuring	3	
Horticulture	9	
Agricultural Chemistry, Junior Lectures	26	
Do. do., Senior Lectures	6	
General Chemistry	6	
Book-keeping	21	
Surveying	27	
Agricultural Law	29	
„ Botany	5	
Total number of Individual Students in both Day and Evening Classes		221
Total number of Enrolments in both Day and Evening Classes		596

Dairy School at Kilmarnock.

Number of Pupils (Session 1905)	228
Number of Attendances registered	4,482

Dairying (1905).

The College Dairy School at Holmes Farm, Kilmarnock.

The Dairy School was open from 28th March till 30th September, and during that time courses of instruction were continued on the same lines as in former years, comprising regular daily instruction in Cheesemaking and Buttermaking.

Instruction was also given from time to time in the making of Stilton Cheese, Cream Cheese, and other soft cheeses.

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The Special Lecture Courses intended to prepare pupils for Certificate and Diploma examinations in Dairying were conducted as in previous years, the Junior for six weeks in May and June, and the Senior for six weeks in August and September. A series of five lectures on Poultry was also included.

The total number of pupils enrolled during the session was 228. The average daily attendance was 29.

In the Special Classes 43 pupils enrolled for the Junior Course, and of these 14 gained the Certificate in Buttermaking and 21 the Junior Certificate in Dairying; 35 pupils enrolled for the Senior Course, and of these 18 gained the Senior Certificate in Dairying and 7 the Certificate in Buttermaking; while 17 pupils subsequently succeeded in passing for the National Diploma in Dairying.

The Examiners for the Junior Certificate were:—Theory of Dairying, Mr. Richard Henderson; Buttermaking, Mr. William M'Fadzean; Cheesemaking, Mr. Alex. Todd.

The Examiners for the Senior Certificate were:—Theory of Dairying and Botany, Mr. Richard Henderson; Chemistry, Dr. Thomas Murray; Bacteriology and Physiology, Dr. Peter Paterson; Buttermaking, Mr. William M'Fadzean; Cheesemaking, Mr. Alex. Todd.

Advisory and Analytical Department.

During the course of the session advantage, in an increasing degree, was taken of the privileges offered by the College under this department, and a number of inquiries were made by farmers, to which replies were duly sent by members of the staff. Advice was thus given on manuring, on the relative feeding value of certain crops, on the treatment of crops suffering from insect attacks, diseases affecting live stock, and on other branches of agricultural management. Samples of grass seeds were examined for purity and germination, and an increased number of milk samples were sent in for determination of butter fat. Examinations were also made of feeding stuffs for composition and purity.

II.—Extension Work.

(a) General Agricultural Instruction.

By arrangement with the County Councils or other Local Authorities continuous classes have been held in the following places:—

Counties and Centres.	Subjects.	No. of Meetings.	Total Attendances.
Argyllshire—			
Campbeltown	Veterinary Science (3); Feeding (2); Crops (1).	6	300
Dunoon	General Agricultural Science	5	220
Ayrshire—			
Ayr	Forestry	6	150
Dailly	Manuring (1); Grasses and Clovers (1); Feeding (2).	4	152
Fenwick	Manuring and Pastures (3); Feeding (2).	5	123
Lugton	Poultry (1); Manuring (2); Feeding (2).	5	147
Buteshire—			
Rothesay	General Agricultural Science	5	480

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Counties and Centres.	Subjects.	No. of Meetings.	Total attendances.
DUMFRIESSHIRE—			
Bankend	Grasses and Manures	3	82
Beattock	Foods and Rations; Grasses and Pastures.	5	79
Dalton	Foods and Rations; Grasses and Manures.	4	140
Duncow	Manures, Foods and Rations	2	99
Ecclefechan	Foods and Rations; Manures and Manuring.	4	90
Moniaive	Foods; Rations for Stock	4	148
Sanquhar	Foods; Manures and Manuring	5	100
Closeburn	Agricultural Holdings Acts	1	15
DUNBARTONSHIRE—			
Kilmaronock	Foods and Rations; Diseases of Farm Stock.	5	270
KIRKCUDBRIGHTSHIRE—			
Gatehouse	Foods and Rations	2	53
Kirkpatrick-Durham	Manures and Manuring	2	25
Laurieston	Pastures and Manuring	2	110
Twynholm	Foods and Rations	2	40
Crossmichael	Agricultural Holdings Acts	1	38
LANARKSHIRE—			
East Kilbride	General Agricultural Science	5	210
Lanark	Do. do.	20	720
Lanark	Do. do.	40	760
Larkhall	Do. do.	20	580
Lesmahagow	Do. do.	6	720
Strathaven	Do. do.	20	780
PERTHSHIRE—			
Crieff	Forestry	5	283
Kingshouse	Poultry	5	89
RENFREWSHIRE—			
Eaglesham	Foods; Diseases of Farm Stock, and Treatment; Pastures and Manuring.	5	240
Kilmacolm	Foods; Diseases of Farm Cattle and Treatment	5	252
Bishopton	Foods; Manures; Agricultural Holdings Acts.	3	77
STIRLINGSHIRE—			
Baldernock	Grasses, &c.; Poultry; Forestry	6	257
Denny	Poultry; Manures; Grasses; Agricultural Holdings Acts.	5	168
Drymen	Cereals; Grasses and Clovers; Forestry.	2	165
WIGTOWNSHIRE—			
Drummore	Foods and Rations; Grasses; Manuring.	4	153
Lochars	Rations; Grasses; Manures and Manuring	5	170
Whithorn	Foods; Grasses and Pastures; Manuring	5	162
	Totals	219	8,647

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(*b*) Agricultural Experiments.

The experimental work of the College consisted of investigations into the manuring of the more important farm crops, the comparative merits of varieties of various crops, the destruction of weeds, the prevention of crop diseases, the feeding of farm stock, and other subjects. The experiments were carried out (*a*) at the Central Experiment Station, Holmes Farm; (*b*) on farms in the contributing counties. These latter were in part arranged by agreement with County Councils and Local Committees, and in part by direct communication with the farmers who conducted them. Full details are given in the College Calendar.

Reports on the results of the experiments written by Principal Wright, Professor M'Alpine and Professor Paterson, have been issued from time to time.

The results of the experiments formed the basis of the Extension Lectures given by the College Staff during the past session in the contributing counties. These lectures were delivered by Principal Wright, Professor M'Alpine, and Messrs. J. Struthers and Wm. G. R. Paterson.

Extension Lectures, covering a period from 1st April, 1905, to 31st March, 1906, were given at a large number of centres in the counties named below. (Full particulars of these lectures will be found in the Calendar issued by the Governors.)

County.	No. of Lectures.	Total Attendances.
Argyll	24	492
Ayr	16	615
Bute	2	71
Dunbarton	8	216
Kirkcudbright	5	163
Perth	17	434
Wigtown	2	75
Totals	74	2,066

Demonstrations by the Staff at the College Experiment Station took place in 1905 before 903 visitors, drawn principally from Farmers' Societies.

Dairy Extension Work.

Short courses of instruction in Dairying were given by the Staff at two centres in Buteshire, at two centres in Perthshire, and at six centres in Stirlingshire.

By arrangement with County Associations Mr. William Stevenson, N.D.A., N.D.D., gave instruction in Cheesemaking and advice to Cheesemakers in Ayrshire, Dumfriesshire, and Kirkcudbrightshire.

Ayrshire.—Demonstrations were made and instruction given in Cheesemaking at 37 centres; average attendance 9. Visiting Dairies for 36 days.

Dumfriesshire.—Demonstrations were made and instruction given in Cheesemaking at 18 centres; average attendance, 11.

Kirkcudbrightshire.—Demonstrations were made and instruction given in Cheesemaking at 12 centres; average attendance, 7. Visiting Dairies for 33 days.

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SPECIAL REPORTS ON THE SCHOOLS OF ART, BY SIR R. ROWAND ANDERSON, LL.D., ARCHITECT, SESSION 1905-1906.

The Art Schools in Scotland (I refer chiefly to architectural education) will never do their work thoroughly unless pupils come to them better educated and prepared than at present. No apprentice should be taken under 16 years of age and must possess an Intermediate Certificate. It should be made a condition in all indentures that the apprentice must attend the art classes from the beginning of his apprenticeship.

I advocate morning, in place of evening classes for all architectural students, because there is a considerable leakage of class time in the evenings, as students, when there is pressure, have from time to time to work late in their offices and it is difficult to keep them together in the evenings towards the end of the session.

The winter evening work should be given to Science.

Representations should be made to architectural societies to adopt resolutions embodying these suggestions, and from what I learned in Glasgow and Aberdeen, I believe architects would readily fall in with such arrangements.

Students living in outlying places could easily be at the school by nine o'clock in the morning. To work students at night after a long day in the office is too much. Two evening classes a week for Science is enough.

The teaching of Art in Edinburgh, is at present in an unsatisfactory condition. The following schools undertake Art Education :—(1) The Royal Scottish Academy ; (2) The School of the Board of Manufactures ; (3) The Applied Art School, now combined with the Board of Manufactures School ; (4) The Heriot Watt College ; (5) The Edinburgh Architectural Association.

The Royal Scottish Academy confines itself chiefly to studies from the life.

The Board of Manufactures and the Heriot Watt College beside teaching industrial art generally, carry on a life school for painters and others.

The Applied Art School confines itself to architecture and applied arts.

The Edinburgh Architectural Association has drawn up a scheme for the education of architects, and offers money prizes to apprentices and others for competitive designs. This has the result of drawing students away from the Applied Art School, in the hope of making a few pounds if successful in the competitions arranged by the Association.

The Royal Scottish Academy could fulfil their charter obligations by giving prizes and bursaries to students, and the Edinburgh Architectural Association could do the same with any funds at their disposal.

Edinburgh cannot support and does not require more than one first-class school, and all the work done by the above schools could, and should be concentrated in one school, under a high-class director and organiser, who should be a permanent official, with a more highly paid staff of teachers, who should be engaged for a term of years only, say five.

While I advocate the concentration of Art teaching in one Central Art School, the Heriot Watt College and all other Technical Schools must still carry on drawing classes, as any engineer or man of science cannot be considered completely educated unless he is a good draughtsman.

The ten Royal Exhibitions and six National Scholarships of about £50 each are, in my opinion, wrongly disposed of. The result of the present

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system is that they induce good students in Scotland to compete for them, the successful then go to London and the Royal College of Art gets the credit of doing more than they are entitled to, and Scotland loses.

I understand that this money is not voted specially for the Royal College of Art, and it is not provided that its benefits are to be concentrated in London. The exhibitions and scholarships available for Scotland should be disposed of by a committee of experts in Scotland. The money would do more good if used in this way.

Clerk of Works Diploma.—I advocate strongly the institution of a special diploma for clerk of works. The Heriot Watt College, the schools at Aberdeen and Glasgow have all the appliances and teaching power to give a course of instruction leading up to this diploma, and the teaching should be spread over not less than five years.

On a building in course of erection there is no more important man than the clerk of works.

The interests of the building proprietor and the architect are, to a large extent in his hands, and much of the successful carrying out of work depends on his qualifications.

At present a clerk of works is almost always a carpenter or a mason, generally the former. However good he may be at his own trade, he has to acquire a knowledge of all the others, before he can be considered a qualified clerk of works. This, at present, is to a large extent accomplished by his own personal observation at buildings where he happens to be employed with a certain amount of study in the evening classes, but it is incomplete and imperfect.

The possession of a high diploma would raise the status of the clerks of works, and from the conversations I had with some of the Schools' Governors and others, I have reason to believe that they would support such a thing being instituted, in fact, the Technical College of Glasgow is now at work on a curriculum which would cover the ground necessary.

ABERDEEN GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

On my visit here I was accompanied throughout by Mr. Ewen, H.M. Inspector of Science and Art. Previous to visiting the Art School I was taken to the Central Higher Grade Board School to inspect the Drawing carried on there under Mr. Symons, the teacher. I was much attracted by all I saw, and I think that Mr. Symons' results are remarkable.

Art School.—I visited, in company with Mr. Ewen and Mr. Stewart, all the classes for modelling, drawing from the cast, the antique, and also the life class, and was much struck by the high standard of merit throughout. Mr. Ogg and the other male and female teachers are doing good work.

The course for architects and builders extends over five years. The history of architecture and design in architecture are excellently taught by Mr. Irvine, and building construction on very practical and comprehensive lines by Mr. Blake.

Colour does not appear to have a place in the curriculum of an architect; this should be supplied and carried on as is done in the Edinburgh School.

The attention of architectural students should be directed to the proper treatment of granite, which must always be the chief building material in the district. One cannot produce in granite what can be done in free-stone, their natures are so different. To arrive at what should be done one must hark back to the countries and times when the granites, syenite and hard lime stones were the chief building materials. A careful study of the art of these countries would, in time, lead to a true and artistic manner of using granite in the present day. To this end a collection of casts from Egyptian and Assyrian works should be deposited in the new Art Gallery for the use of the students.

I should like to see more attention given to measuring and detailing old work. Aberdeenshire is very rich in buildings of the 16th and 17th

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centuries, and offers many opportunities for carrying on this work. A certain amount of it is now done, but I should like to see more of it. Nothing wakens up the interest of the student more than bringing him into personal contact with old work. It is a powerful factor in art education.

The courses laid down for stone cutters, plumbers, house painters, wood carvers and decorators are well arranged, and should in time bring about good results. The stone cutters want some more attention, and a better direction of their efforts. I found a number of them making designs from points of cemetery monuments, all in bad taste, and nearly all of them unfit for reproduction in granite.

The preliminary education in architecture and its decorative features, modelling, perspective and colour, should be more thorough in all those grades.

I was much pleased to learn here that the Aberdeen Architectural Society is working in co-operation with the Art School. Their requirement that apprentices be of the age of sixteen or seventeen and that the standard of their education should be fixed by the Intermediate Certificate of the Education Department is in every way a good thing.

I would suggest that all evening classes for Architects should be given up, and that students should attend every morning from 8 till 11, and any evening work be given in winter to Science. The students' education in the school and the application of it in the office would run on parallel lines, and would act and re-act beneficially. I believe employers would find this a more convenient arrangement, and the attendance of the students at the school would not be so liable to be broken up with the occasional but necessary demands on them for overtime in their offices.

I was much impressed by all I saw at Aberdeen. The headmaster is well supported by his assistants, and I left with the feeling that I had seen a school doing admirable work, full of vitality, and with a great future before it.

Dundee Technical Institute.

I visited the classes here accompained by Mr. Ewen, H.M. Inspector of Science and Art, and I also had conversations with Dr. Lumsden.

The work is carried on in three different buildings: the Technical Institute, the Young Men's Christian Association Rooms and Dudhope Castle.

The headmaster, Mr. Delgaty Dunn, appears to be a capable man for his position, and he and his assistants are thoroughly interested in their work, and I have highly to commend all textile and ornamental work done under their tuition.

The drawing from the antique is more limited, the study from the living model still more so, and modelling is practically non-existent.

Mr. Thoms, the architectural teacher, is doing the best he can, but the tudents come to him in a very unprepared condition.

The curriculum for architects ought to be increased from four to five years, and the session from thirty to forty weeks. Architects should, if possible, be induced to take no apprentices under sixteen years of age, and not furnished with the Intermediate Certificate of the Education Department. I also recommend that the architectural classes should meet in the morning at eight, and if possible continue till eleven. Employers would soon recognise and reap the benefit of this arrangement.

The painters and plumbers carry on their work in Dudhope Castle. The rooms here are very low in the ceiling and the work is not carried on under healthy conditions.

The practical class in plumbing is active and doing good work.

The remarks I make about the painters at Glasgow and at the Heriot Watt College are equally applicable here.

The whole of this Institution wants remodelling, and possibly an entirely new and enlarged building. Until this is done the standard of attainment will not be a high one.

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Edinburgh Royal Institution, School of Art.

I made a number of visits to this school and saw all the different classes at work, and also had the pleasure of going over it with Dr. Macnair.

Applied Art Section.—The work done in this section of the school still maintains a high standard, and many able draughtsmen are being turned out every year. The staff is, however, unequal to the work.

As the teaching is individual, and the attendance large, it is impossible for the head teacher, Mr. Greig, and his assistant to give a proper share of attention to each student. At least one more assistant teacher is wanted.

I should say that students are allowed to make original designs at too early a stage of their training. The result is that the student begins to do such work before he is prepared for it, and spends four times the amount of school time at the design than he would do if such work was deferred to the fifth year of his studies.

This also takes up too much of the time of the teacher. The proper place for the students to indulge their fancy and test their powers of original design is at their Sketching Club. The school time should be given up to serious study.

The advantage of putting all classes of students through a preliminary training of architecture is seen in this school.

The Colour class is ably conducted by Mr. Campbell Mitchell, and I can say the same for modelling under Mr. Portsmouth, but he ought to have an assistant for architectural work.

The Saturday afternoon sketching classes are more popular than ever. I know of nothing that brightens up a student or stimulates his interest in his studies more than getting him into contact with old work of every description. The work done by prize takers during their holidays is also to be highly commended.

A great impulse could be given to the Applied Art Section of this School if the hours of attendance were from eight till eleven in the morning in place of from eight till ten, and with no evening art classes. The attendance at these latter is frequently broken into by the necessary overtime apprentices have to work in offices. If the morning were entirely devoted to art instruction, and the students could give, say, two nights per week to science, that is all that should be expected of them. The Applied Art School is now doing in a most efficient manner what formerly had to be done in the office or the workshop in a very inefficient manner, in other words, employers are now getting their apprentices educated at the public expense. It is therefore not unreasonable to expect that the office hours should be curtailed to admit of apprentices getting the full benefit of the School. Employers should be urged to acquiesce in this arrangement, as I feel sure they would soon recognise the benefits they themselves would derive from it.

National Art Survey.—The invaluable and unique collection of records of Scottish Architectural work goes on increasing. The work done by the two bursars is an important factor in their education. If possible the number of bursars ought to be increased to four, so as to give every student a chance of doing six months' work at this.

I should like to see a little more discipline in this class. The work done by the last holders of these bursaries was not equal in amount to what should have been done and has been done by previous holders. Each student should keep a diary recording his daily work.

The holders of Travelling Scholarships have also given a good account of themselves, and the experience and knowledge they gain of all classes of work such as stained glass, metal work, wood work, etc., is invaluable to them in after life.

The lectures on Architecture by Mr. Ramsay Traquair have, I am told, been well attended and appreciated by the students.

Art School Classes.—I visited all the classes under the guidance of Mr. Blacklock and am able to report favourably on all I saw.

The Drawing and Painting classes from the antique and life are well attended, and there are a number of promising students. Some of the female students are doing excellent work.

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The classes for Modelling from the Antique and Life, under Mr. Portsmouth are doing first-rate work. Mr. Portsmouth seems to have the gift of rousing the enthusiasm of his pupils.

The classes for General Design are well conducted by Mr. Black and his assistant, and some of his students are developing a distinct talent for design.

The Bookbinding class is doing well.

The classes for Preliminary Drawing, etc., are well attended, and good work is being done.

This school can never do the good work it can and ought to do in the present building of the Royal Institution. The state of matters there now is deplorable. Teachers and pupils are hampered in every way, and there is no room for expansion. The solution for this problem is urgent and should be taken in hand at once.

Edinburgh Heriot Watt College.

I made a number of visits to this College and received every attention from the Principal and teachers.

Architecture and Building Construction.—These subjects are taught to a large number of students by Mr. Jerdan, and there is good work being done within the limits of time at his disposal.

The teaching session is too short, only 28 weeks, with a class two nights per week of 1 hour and 20 minutes each. It is impossible to d full justice, even with the addition of home work, to such wide and comprehensive subjects.

The classes for Graphics, Strength of Materials, and Mechanics of Structures are of great importance, and all architectural students should pass through them.

Trade Classes.

Cabinetmaking.—Mr. Ednie, one of the best students of his time in the Applied Art School, has conducted this class on good lines. I saw some excellent work being done by the students. The examples of furniture they have should be weeded out a little. The only criticism I have to make here is that the syllabus professes to do rather too much. What is known as L'Art Nouveau should be excluded, as it can only demoralise the taste of the students. There should be a fuller education in architectural drawing, colour and perspective.

Woodcarving.—Except for amateurs I do not think woodcarving should be taught, the workshop is the place for this. Modelling and a knowledge of historical ornament should be the subjects chiefly taught.

Bookbinding.—Very good work is being done in this class.

Carpentry and Joinery.—The instruction given in this class is good and practical.

House Painters and Decorators.—This class is well attended and the teachers seem thoroughly interested in their work, but it is carried on on a wrong basis. While this class may educate apprentices to do remunerative work, which could not be done without the teaching they get here, it is impossible that art workmen can be produced. Colour cannot be taught by gas light, the laying on of paint may be. If art craftsmen are to be produced, then the whole system must be altered. The student must first of all be tested for colour blindness, then be put through a course of architectural and freehand drawing, historical ornament and colour study from still life, finishing with figure drawing and life studies. Unless he is thoroughly qualified in these subjects, he never can be a high-class decorator. I have found the Painters' class at the other schools I have visited in the same condition as here.

Art Classes.—The Art classes here are, I understand, practically the creation of the Headmaster, Mr. Riddel, and he deserves great credit for what he has done. This, of course, was only made possible by the liberality and support given by the Governors of the Trust. I looked over all the classes and I think Mr. Riddell's method of interesting the students in their work is good. All the students under his care (male and female) are making good progress.

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Glasgow School of Art.

I had a long and interesting conversation with Mr. Fleming, the Chairman of the Art School, and Mr. Catterns, the Secretary, regarding the organisation and working of the school. This cleared away many of the difficulties I met with in trying to understand the School Calendar, which, to my thinking, is drawn up in an unnecessarily complicated manner.

The work done here is carried on with great spirit by Mr. Newbery and his assistants. Professor Bourdon's methods and influence have much to do with the success of the architectural teaching, and he is most ably assisted by Professor Macgibbon and Mr. Watson.

The Art class under the superintendence of Professor Giraldon did not appeal to me. I have no doubt he has high qualifications for such work, but he is not sufficiently in contact with the students to produce the desired results.

I visited the class where elementary and advanced design is carried on. Much of the work carried on here is dealt with on a wrong basis. The students seem to me to be deficient in that sense of scale and fitness so necessary for successful work. This arises from a want of preliminary training. The Head Master recognises this and hopes to get the teaching placed on a better footing.

The modelling carried on by Mr. Keller, both from the antique and the life, is in my opinion of a very high order. I specially noticed some life-size models from the nude, which showed great skill on the part of the students. The modelling of ornaments for architectural purposes is well attended to. The practice of making sketches in clay of architectural features, such as doorways and portions of vaulting is worthy of imitation in all schools.

Under the guidance of the Head Master, I visited all the classes where drawing and painting from life are carried on. A group of nude figures driving a wheel before them, drawn on a large scale, and some other full size drawings from the antique struck me as being exceptionally good. I do not feel competent to criticise the painting further than to say, that while some of them appeared to me worthy of note, it struck me that the studies varied considerably in merit, but of course this must be expected.

An Evening class for teachers attracted my attention. Studies from still life in coloured chalks were being made, and the average merit of them was distinctly good.

I was shown the enamelling class at work. It is still in an elementary stage, but under the care of Miss Dewar good progress may be hoped for.

Although the building is a very large one, it is now too small. Many of the rooms are over-crowded and inconvenient to work in, and much moving about of furniture has to be done. The Library is too small and is not sufficiently isolated. At present it is little more than a recess off the main corridor.

Glasgow and West of Scotland Technical College.

School of Architecture.—In inspecting the classes at the Technical College I received every attention from Mr. Stockdale, the Director and Secretary, and the teachers. The Calendar of the School of Architecture states that: "it was agreed at the conference at which the Joint Committee was appointed, that the teaching of Architecture must be common to both the School of Art and the Technical College, but that it will be necessarily taught somewhat differently in the two institutions. The more strictly artistic side of the subject being dwelt upon in the one, and the more strictly technical in the other."

I cannot see that this distinction exists. Architecture, as taught in the Technical College is artistic in its best sense, and although I am in favour of concentrating all the art teaching in one school, as the arrangement between the two schools is one come to after, I understand, much care and consideration, I do not suggest any alteration.

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I visited all the classes under the guidance of Professors Bourdon and Gourlay, and was much impressed by the system of instruction given. Professor Bourdon's methods of teaching design in construction are to be thoroughly commended, and should be introduced into other schools.

The work done by Professor Gourlay and his assistant, Mr. Boyd, in dealing with the history of architecture and building construction generally attracted my attention. Not only all the ordinary but the higher problems of construction are carefully taught to the students by a combination of lectures and drawings made by the students from these lectures, and home work in addition. This meets with my entire approval, and should be introduced elsewhere.

The teaching of building construction to workmen by Mr. Boyd and Mr. Dunn is very complete. I noticed that the science of Stereotomy was admirably dealt with by Mr. Boyd.

A good deal of work in connection with the classes is done by the students at home.

The Saturday Architectural measuring class, and visits to work in progress, are important features, and contribute greatly to the education of the students.

I visited the class for painters, cabinetmakers and typographers. These are in an unsatisfactory condition. In the painters' class, graining, marbling and lettering make up the bulk of the work done by the students. There were a few feeble attempts at some ornamental work, but quite unworthy of notice. One had the impression after seeing this class, that while the teaching might be good enough for house painters' apprentices, and sufficient to enable them to do everyday work, as a school for decorative art it is absolutely useless. Colour cannot be taught by gas light and the students should be tested for colour blindness.

The cabinetmakers are in no better condition. I found many of the students copying coloured prints of interiors of the most depraved style of modern art. Some large sized detail drawings which I examined showed complete ignorance of detail. Several of the students I spoke to told me they felt the want of a good preliminary training in architectural drawing, perspective and colour.

On calling the attention of the Director and others to the state of things in these classes, I was glad to find that they realised there was need for improvement, and they are now to appoint a Mr. Ednie to take them in hand. Mr. Ednie was one of the best students of his time at the Applied Art School in Edinburgh, and has had eight or nine years of experience since then. I hope much from his appointment.

The plumbers' class is in a very healthy condition, and I can highly commend all that is being done. The headmaster is a capable, earnest and sympathetic teacher, and all who come under his influence must benefit from it.

The class room is a good and well furnished one.

Typography.—The typography class room is well furnished with machinery and other appliances, and there appears to be a good number of students. Every opportunity is provided for their learning how to use these, but the art of printing as it once was, and ought still to be, cannot be cultivated here, as there is neither the necessary material nor the teaching. Any attempts I saw to compose title pages and headings were of the most commonplace description.

In talking with the teacher and students the excuse given for this was that they had no good examples to work from. I have a large collection of photographs of title pages, letters and printing of different periods, made by myself some years ago. I shall put a selection of these at the service of the college, and I am sending them on to the Director. The students should be taught to sketch out title pages and then print them. For this purpose they must have a supply of type of different periods.

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SPECIAL REPORTS ON THE TECHNICAL INSTITUTIONS—GLASGOW, EDINBURGH AND DUNDEE—BY PROFESSOR W. C. UNWIN, LL.D., F.R.S., M.I.C.E., HON. M.I.M.E., SESSION 1906-1907.

Glasgow and West of Scotland Technical College.

The college is now located in a new and admirable building, with ample accommodation, extremely well adapted for its purpose and very fully equipped with everything required for satisfactory teaching. I saw the air purifying, ventilating and heating arrangements, which are exceptionally complete, and which appeared, so far as I could judge, to act very satisfactorily considering the size and difficulty of such a building. The large use of glazed brick for the walls ensures very great cleanliness and brightness throughout the building. One wing, which I understand will be chiefly occupied by the Engineering Department, has still to be constructed, and its erection will be proceeded with immediately. In the meantime the Engineering Department is adequately provided for. There is an absence of crowding, a quietness, and an air of keen interest and attention on the part of the students which is very striking. In all the classes I visited there was perfect order, and students were working vigorously and with evident interest and understanding of the work.

Various features in the organisation of this college are exceptional and interesting. One is the formation of Departmental Committees on which some of the most distinguished engineers in the district serve. Another is the appointment of an Assessor of eminence to act with members of the staff in conducting the examinations, and to preside at meetings of the examining board. It is an arrangement which may be of great service in keeping the instruction on practical lines and maintaining a satisfactory standard. It is in my view absolutely right that a student should be examined by his instructors, but the Assessor is likely to be useful in indicating points on which the teaching is deficient.

The other feature which struck me as of great importance is that some entrance requirements are insisted on both for day and evening students. In my view it is impossible to carry on technical classes satisfactorily if this is not done.

The standard for the preliminary examination is not very high, but that there is any standard is valuable. It would be well if possible for some geometrical drawing to be required at entrance. It ought to form part of school instruction in mathematics. I understand that under a new arrangement the School Board prepared students for entrance in continuation classes, and that though at present the preparation is not quite so good as previously, when the college had preparation classes, still the arrangement that preparation should be delegated to the schools is, I believe, right and a step in proper organisation of education. A leaving school examination of a satisfactory standard seems to me the best qualification for entrance to a technical college.

The mathematical classes under Professor Gibson appear to be admirably adapted for engineering students and the system of home work exercises is excellent. Somewhat exceptionally no graphic statics or laboratory work is taken in this department, but they are provided for elsewhere. The course seemed to me an excellent one, and some of the work I examined thoroughly satisfactory. This statement applies both to day and evening classes. It is interesting that as many as 453 evening students are taking the mathematical classes, notwithstanding the rather analytical and abstract character of the course.

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So far as a hasty inspection permitted a judgment to be formed, I believe the work in this department to be thoroughly good.

The course in the Engineering Drawing department is a little unusual, including more geometrical work and less designing than is common. But the course is an excellent one and designing is provided for in other departments. The third year course appears to include some lectures on surveying, and the use of surveying instruments which I should rather have expected to find in the Civil Engineering course. There is a special course for students in naval architecture and another for students in architecture.

Mechanics. This is clearly one of the most important departments in the college and on its efficiency other departments are very dependent.

The course under this name includes the whole range of applied mechanics, except thermodynamics, together with the laboratory course in testing materials. Also courses on the mechanics of structures including roofs, bridges and masonry structures, and in these courses the practical design of structures, especially steel structures, is taught.

In the summer session in addition there is a course for architects. Mr. Longbottom appears to be an exceptionally capable teacher and such work as I saw was excellent. I hesitate to criticise at all a department which is clearly working so well. At the same time I must in honesty say that the syllabus seems to me to be an overloaded one. I should say it covers more than could possibly be grasped by any student in the time allotted.

The historical development of the college or local conditions may fully explain how it has come about that so much work is thrown on this department. It would seem to me more natural that hydraulics and masonry structures, for instance, should be taken in the Civil Engineering course and the syllabus somewhat relieved. I think the teaching of the remaining subjects would be more thorough. However, my criticism must be taken for what it is worth. I learned that there are over 1,000 students taking instruction in this department.

The designing work carried on in this department is very valuable and important. At the end of the course the examination in designing takes the form of a home exercise in designing, for which ten days are allowed. Probably this is managed quite satisfactorily, but I should myself prefer to base the examination in design on the designs worked in class under inspection. The teacher knows all about these, and how much independence the student has shown, and can, I think, appraise the value of the work quite satisfactorily.

The laboratory, under the charge of Mr. Longbottom, for testing materials is very satisfactorily equipped. Possibly in course of time it may de desirable to have more small testing machines which students can use without risk and without much supervision.

Motive Power Engineering. I gather that the course in this department is taking shape under Dr. Mellanby and the laboratory is being equipped with larger engines, some of which are under construction but are not yet delivered. The laboratory will be a very complete one when the arrangements in progress are carried out. A fairly large engine with drop valves suitable for high superheat is being erected, and there is a separately fired superheater in the boiler house. Besides some smaller steam engines there is an oil engine, a gas engine with suction plant, and a Diesel engine is under construction. There is an Ammonia refrigerating plant, a two stage air compressor, and an Argyll four cylinder motor-car chassis. Also smaller experimental apparatus. The laboratory has been arranged with much care and thought. The course of instruction is quite satisfactory and sufficiently advanced.

As to the designing course I did not happen to obtain much information and apparently it has not yet taken much development.

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I am not an authority on Electrical Engineering, but I visited the laboratories which are excellently arranged. The courses are attended by 129 day and 736 evening students. There is a laboratory workshop. The course of instruction is apparently a very complete one, and very practical.

The Civil Engineering department is recently formed, and has probably not yet fully taken shape. I hesitate rather to offer criticism because there may be good reason for the arrangements which appear in the college prospectus. The course is intended for young men in Civil Engineering Offices, or who intend to become civil engineers, and most of the subjects are taken in the day only, at least I judge this from the record of enrolment.

The subjects of "Railways and Roads," "Harbours and Docks," "Sewerage Engineering" seem to me more properly subjects for a fourth year or post-graduate course than for second and third year courses. At any rate it seems to me inadvisable to make these subjects part of a second year course. It can only be done by excluding more necessary subjects. On the other hand I rather miss in the syllabus some subjects which form the basis of civil engineering, such as the theory of earthwork, hydraulics, theory of masonry structures, etc. No doubt some of these are taken in other courses, but the effect of that is that as it seems to me the civil engineering course is without a serious basis, and is forced to become almost purely descriptive. The surveying is taken in the summer months, and I had no opportunity of seeing how this course is carried on.

I visited the Mining and Metallurgy departments which are well arranged. I learned that most metallurgical day students find positions abroad and not in the industries near Glasgow, but that steps are being taken to establish relations with the great steel industry. The evening classes are attended chiefly by persons engaged in industrial metallurgical operations. I was interested also to learn that it is proposed to try the experiment of a summer camp for surveying work. Metallography receives full attention in this department.

I had not an opportunity of seeing the Naval Architecture class which is held in the evening and has 130 students. As it is in charge of a chief designer at one of the great shipyards on the Clyde the instruction is no doubt practical and good. The syllabus of the three courses of Naval Architecture is excellent. There is a drawing class to which reference has already been made which supplements the work of the lecturer. I have no doubt that the work in this department is of the greatest value to young men engaged in the shipbuilding industry of Glasgow.

I saw the very interesting class for Boiler-makers carried on by a practical instructor. The Boiler-makers are a relatively uneducated class of artisan, but those I saw were clearly keen and interested in the class work. They were laying out full size on the floor some difficult projections of boiler plating. They have also some general instruction on matters relating to boilers.

I was glad to find that for Engineering Students a course is provided on oils and fuels, calorimetry and high temperature measurement, and flue gas analysis.

There is a very interesting school for Bakers and Confectioners, established by the efforts of the Master Bakers' Association and well provided with plant, largely supplied without cost to the college by the manufacturers. The classes are so successful that students have to ballot for admission.

I saw also a classroom for Bootmaking with expensive machinery lent by the manufacturers.

The Sandwich System. It is of much importance to secure for technical college students opportunities of workshop experience. As regards evening students, it appears that a large proportion are apprentices in workshops. Of the day students in Engineering it appears that a large proportion find

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employment in works during the long summer vacation. They thus sandwich their time between works and college, and the plan is an excellent one if properly carried out. Some day students, it appears, drop a year of attendance at the college course in order to get a year's experience in works. It is only where the summer vacation is a long one that the division of the year into part college and part workshop is possible, and t appears that some of the difficulties of this arrangement are not yet overcome, and perhaps will increase as the number of students increases. I have some doubt if it can be permanently adopted on a large scale. The works find difficulty with apprentices who come to them for so short a time and are apt not to take much trouble to give them full opportunities. But the interposition of a year or year and-a-half of workshop in the course of training is a very good plan and seems to me to present less difficulty.

There is no college workshop at Glasgow, and the need for it is not great under the conditions obtaining there. It has, however, a use even for students who have had some workshop experience, and is a valuable auxiliary to the Engineering Laboratory. Some practical teaching, as, for instance, the tempering and grinding of tools, and the lining out and setting of work in the machine tool, can really be taught better in the college workshop than in the industrial workshop, and an apprentice can try his hand at a greater variety of work than is permitted in the latter.

I did not find that at present much is done in the Engineering Department in research. I have never found that it was possible, without serious loss in other ways, to employ Engineering students in research in the regular three years' course. But it would be a good thing if some research work could be done by some of the most advanced students during a fourth or post-graduate year, and this might well be combined with some very specialised and advanced instruction. It appears that there are over a hundred students attending classes who are University graduates. The advanced fourth year laboratory work and instruction would be specially likely to attract such graduates.

I have not found in colleges of this type a class for estimating and taking quantities, but information of this kind is very useful to Engineering students.

I have only to say in conclusion that I have nothing but praise for the arrangements for instruction at the Glasgow Technical Institution. The buildings and equipment are admirable, and I believe the College has the services of a very distinguished and devoted staff. In some departments, I think, additional assistance would be desirable, and, indeed, will be necessary, if research work is undertaken; but this is a matter to be considered by those more intimately acquainted with the work of the College. If on one or two points I have made criticisms, it is not that on any point I think there is cause for dissatisfaction.

Heriot-Watt College, Edinburgh.

The Heriot-Watt College is very similar in most respects to the Glasgow Technical College, at least so far as the technical classes are concerned. It is an older and less spacious building, and at present suffers somewhat from deficiency of accommodation. But large new Engineering laboratories are shortly to be constructed, and when these are occupied, other space will be set free. I learn also from the Principal's report that some Art classes are to be transferred to the Municipal Art School, and that a project has been mooted to transfer the Commercial Classes to a special institution. I have, of course, no opinion as to the desirability of this policy, but I think the technical classes of the College would benefit if the work carried on was more homogeneous and less miscellaneous in character.

The College has close relations with the University, some College students attending lectures on strength of materials at the University, and some University students attending classes on Prime Movers at the College.

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Further, in the degree of B.Sc. no adequate course in Electrical Engineering is recognised as a qualification, but graduates of the University in some cases take an advanced post-graduate course in Electrical Engineering at the College. It would seem a proper function of Technical Colleges to provide specialised post-graduate courses which can be less easily supplied under the more rigid conditions of University teaching.

Day students can obtain a certificate at the end of two years' study, and a diploma at the end of three years' study, and there is a satisfactory entrance examination. The Principal seems to think that the University Preliminary Examination might be made compulsory for entrance to the day classes, and in many respects this would be a desirable arrangement. Although not entirely a satisfactory examination it would raise the entrance standard.

For evening students there are preparatory classes under the Edinburgh School Board, and candidates who have qualified at these classes are allowed to enter the advanced classes at the Heriot-Watt College. There is also an entrance examination at the College, which includes an examination in drawing. It appears, however, that comparatively few students come from the School Board Continuation Classes, and nearly all from Secondary Schools. The general type of student is, therefore, different from that in Glasgow.

I am not quite sure of the fact, but I gathered that a good many day students drop out of the course, and do not complete the three years, and that the number of diplomas taken is not large. A stricter entrance examination would probably improve matters in this respect. Students entering better prepared would not find that the teaching was getting too advanced for them.

There are quite suitable courses in Mathematics for Engineering students, but the whole of Mechanics is given by the Engineering instructors.

Engineering Day Courses. The first year's day course, which includes a good deal of Mathematics and Science and little Engineering, except Drawing, is well arranged to prepare students for the more technical studies. There is also a three months' summer course in the workshop, which I think a good arrangement for such students as come to the Heriot-Watt Engineering classes. The second year day course, which includes graphic statics, the elementary theory of heat-engines and a course on strength of materials, taken at the University, is well arranged. The third year course includes more advanced work on heat engines, and machine and structural design.

I found that a very excellent theoretical discourse on thermodynamics is given in the Physics Department.

A very excellent series of printed exercises in Mechanics, with full directions for carrying out the experiments was shown me. No doubt these greatly facilitate the laboratory work, though one has a suspicion that they perhaps make students' work too easy.

Engineering. The work for evening students is arranged for a five years' course. I saw the classes in machine construction and drawing, and found the work very satisfactory. A good deal of the drawing is done from measurement of actual machine parts. The more advanced work consists of designing to prescribed conditions. There are courses which appear to be quite satisfactory on the applied mechanics of engineering, and a special course on graphics. These cover practically all the necessary subjects.

The Engineering laboratory is well equipped for experiments on heat motors and strength of materials. I was present at an evening demonstration on strength of materials, and can speak well of the teaching. There is a 50 ton testing machine, torsion machine, calorimeters, compound steam engine and boiler arranged for complete tests, laval steam turbine and dynamo with condenser and superheater, a gas engine, oil engine and petrol motor. The equipment is excellent, and when moved to the new laboratory will no doubt be more convenient still. The space is over-crowded at present.

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There is a very fully equipped electrical laboratory, and, so far as I can judge, a very satisfactory and complete course of instruction in Electrical Engineering, with additional courses on telegraphy and telephony. I was particularly struck with the very complete arrangement and fine apparatus of a newer laboratory for alternate current and multiphase work.

A course for users and drivers of motor cars has been started under the direction of Professor Stansfield, and cars have been lent by makers for demonstrations in this class.

There is also a class carried on by Professor Stansfield for Agricultural Engineering, which is recognised as qualifying for the B.Sc. in agriculture. It seems to me, however, that Professor Stansfield has really more on his shoulders than any one professor ought to carry, though I do not know that he thinks it at all too much.

There is a good workshop with a fairly sufficient supply of tools, but as this is used by students in the summer months, I had no opportunity of judging of the character of the work done. I believe that a workshop may be a very useful adjunct to the Engineering Department.

At the time of my visit the session was coming to an end, and the third year students had taken away their note-books and much of their work. But I believe very excellent work is being done in all sections of the Engineering Department. If any fault is to be found it is, I think, that the instructors are overtaxed by having to deal with too great a range of subjects. The classes were in perfect order and the students apparently interested and keen on their work. If some of the most specialised instruction could be given by experts in charge of limited proportions of the instruction, it would, I think, raise the reputation of the College.

Sandwich System. Something is being attempted in the direction of providing practical work for students during the summer months, but there appear to be more difficulties in securing the necessary facilities to enter works at Edinburgh than at Glasgow. Most of the evening students are apprentices in works, and are, therefore, pursuing their scientific and practical training simultaneously.

The calendar of the College gives particulars of some arrangements with engineering firms by which day students can begin an apprenticeship at the end of the second winter session, returning to College for the third winter course. Also in some cases diploma students are allowed to shorten their apprenticeship course by a year. The whole success of technical schools will depend on the full recognition by employers of the fact that students trained in the colleges are more valuable than untrained apprentices. In return for the instruction given in the colleges they ought to facilitate the entry of college students into the works. In the United States the managers of works will always give students from reputable technical schools a chance of showing what they are worth, and that without any premium or obligation to remain except so long as they are found useful while acquiring experience.

Dundee Technical Institute.

The Institute is in a very different position from the two large Colleges at Glasgow and Edinburgh. The classes are held in two different buildings not very convenient for the purpose. But I understand that a site has been obtained for a new building, the plans of which I saw, and if these are carried out the Institute will be, no doubt, an important Technical College.

There is what is clearly an important textile department for spinning and weaving jute, in connection with the chief industry of the town. This is supplied with a fine collection of full-sized machines, or sections of machines, given freely by the manufacturers. All processes, I understand, can be studied practically. Many of the students find places as foremen in factories in India and on the Continent.

There are no day students.

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The evening students in the Engineering Classes are nearly all apprentices, but they are young, and the requirements for entrance are very low.

A good deal of instruction takes the form of instruction in mechanical drawing, and no doubt these classes are very useful, even for comparatively elementary students. I found some students doing very good freehand sketching of machine parts, and much of the drawing was good, considering the class of student. I attended a class in Mechanics under Mr. Gray, and was struck with the ability he showed in explaining mechanical principles to students of a very elementary type. I have no doubt that as much as is possible is done in instructing the students. But it is impossible that such classes should be really successful unless a higher entrance standard in mathematics is exacted. Without this, principles can be to students little more than rules of thumb.

There is a very fair Engineering laboratory, the apparatus belonging partly to the University and partly to the Institute. Some of the apparatus designed by Professor Claxton Fidler is very interesting and original.

There is apparently an excellent practical course in Naval Architecture. I had not an opportunity of seeing these classes.

There is a summer course in Surveying, but this also I could not see.

I saw a class taking the History of Architecture, apparently doing good work.

As classes are held only on particular evenings, it was not possible to see more than a fraction of the work of this school. I do not doubt that very useful work is being done, and that the Institute is already a beginning of a more important institution. But it has at present to deal with students imperfectly prepared for technical studies. It should be mentioned that evening students can take more advanced classes at the University at reduced fees.

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TABLE No. 5.

CENTRAL INSTITUTIONS.

Statement shewing the *number of Students instructed* in, and the *grant made by the Department* to the ten *Central Institutions* working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code in respect of the Session 1905–1906 and the preceding Session.

NAME.	Session 1905-1906.			Session 1904-1905.		
	*Number of Students instructed.		Grant from the Department	*Number of Students instructed.		Grant from the Department
	Day.	Evening.	£ s. d.	Day.	Evening.	£ s. d.
Aberdeen and North of Scotland College of Agriculture ..	168 (Central only)	22 Classes	2,251 14 5	34 (Central only).	— Classes	2,285 3 11
Aberdeen Gordon's College and Gray's School of Art	65	834	1,432 10 2	52	723	1,253 9 3
Dundee Technical Institute ..	—	1,095	1,291 10 5	—	1,021	1,324 9 10
Edinburgh and East of Scotland College of Agriculture ..	113 (Central only)	185 Classes	†2,030 14 2	90 (Central only).	171 Classes	†2,123 8 10
Edinburgh Heriot-Watt College ..	182	3,539	3,361 13 8	236	3,741	2,951 9 3
Glasgow and West of Scotland Technical College.. .. .	535	3,812	8,446 17 6	530	‡4,182	5,873 3 1
Glasgow Athenæum Commercial College	199	983	698 0 8	188	936	615 3 6
Glasgow School of Art	241	1,052	2,415 8 4	230	958	2,260 6 8
Leith Nautical College	150	171	330 17 3	214	73	323 16 3
The West of Scotland Agricultural College (including Kilmarnock Dairy School).. .. .	90 (Central only)	131 Classes	3,031 1 ½	108 (Central only).	81 Classes	2,937 3 11
Totals	1,743	11,824	25,290 7 9	1,682	11,886	21,947 14 6

* For further particulars see detailed Statistics in connection with the various reports.

† Includes a separate grant of £100 on behalf of the Forestry Classes conducted in the University of Edinburgh.

‡ The figures for 1904–5, published in the last report, included the Students attending special classes not forming part of the regular classes. These figures are omitted from the present table so that a proper comparison may be made with the figures for 1905–6.

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PART V. OF APPENDIX.

SECONDARY EDUCATION.

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SECONDARY EDUCATION.

C. 397.

(*Circular to Secondary Education Committees.*)

SCOTCH EDUCATION DEPARTMENT,

22nd April, 1907.

SIR,

I am to call your attention to the terms of paragraph 18 of the Minute of 10th June, 1897.

The amount available for distribution by Secondary Education Committees for 1907–8 is the same as last year, but an additional sum of not more than £40,000 has now been allocated for the forthcoming year under Section II (B) of the Minute of 9th March, 1907, providing for the distribution of the General Aid Grant. Of the latter sum an amount not exceeding £2,000 will be reserved as stated in the second paragraph of that section; the balance of £38,000 will be distributed on the same basis as before. The amount which will be paid to your Committee under these two Minutes is shown in the table appended (See Appendix II).

It now falls to your Committee to submit their scheme for the distribution of the above grants. *It is particularly requested that this should be forwarded to the Department as soon as possible and in any case not later than 1st June.*

Your Committee will be informed, in due course, of the amounts, if any, payable for the year 1906–7 for the purposes of Technical Education under the provisions of paragraph 11 of the Minute of 10th June, 1897, but there is no reason to suppose that the actual sums which might be available for Technical Education will show any such diminution upon those available last year as to affect the preparation of your Committee's scheme.

The general considerations by which, in the view of the Department, Committees should be guided in formulating their schemes for the distribution of the grants allotted to them for the purposes of Secondary and Technical Education have been fully set forth from year to year in Circular 359, extracts from which are attached hereto. While these considerations still obtain, it is imperative that your Committee should so frame the whole of the bursary section of its scheme as to adapt it to the new situation created by the issue of the Regulations for the Preliminary Education, Training, and Certification of Teachers. The following are the main principles to be kept in view.

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1. As indicated in Article 57 of the Regulations, two kinds of bursaries and allowances should be awarded.

(*a.*) *Intermediate Bursaries.* To be awarded to pupils who have not yet obtained the Intermediate Certificate, to enable them to attend at schools recognised by the Department as giving suitable instruction for this purpose—that is, as a rule, at Higher Grade or Secondary Schools.

(*b.*) *Secondary Bursaries.* To be awarded to pupils who have already obtained the Intermediate Certificate, to enable them to pursue a course of instruction at schools which are in a position to provide a full Secondary curriculum.

This latter class of bursaries and allowances should include the provision for accepted *Junior Students* which is required by the Regulations; but, subject to the reservation of a sufficient number of bursaries and allowances for such of the Junior Students nominated by your Committee as may require them, there is no need to establish a definite set of bursaries for Junior Students only, or to treat them in any way differently from other bursars attending a Secondary School. It should be understood that while each Committee will nominate candidates from its own district and will award to certain of them such allowances as it may see fit, the choice of a centre of instruction is not restricted to the schools of a particular county or burgh, but should be determined by considerations of individual convenience.

2. When the various applications have been received, it will be for your Committee to determine the total number of allowances which it may be necessary to provide. The allocation of these, and the fixing of the amount to be granted in each case, will call for very careful consideration. In awarding Intermediate Bursaries, it should be borne in mind that boys and girls are under a legal obligation to attend school up to the age of fourteen. In the case of pupils below this limit, no financial assistance would seem to be called for beyond what may be required to cover expenditure actually entailed by attendance at a central school. The Committee should endeavour, as far as possible, to aim at an equitable distribution of bursaries over the different schools from which the *qualified* applicants are drawn. When the applications have been received and the schools from which the candidates come ascertained, an award should be made on the principle of giving as far as possible one bursary to each school and additional bursaries to certain schools in consideration of their size and of the number of *qualified* candidates put forward by them. *Mutatis mutandis*, the same procedure should be followed in awarding Secondary Bursaries. On this principle, competition for a bursary, so far as competition might be necessary, would be between pupils of the same school, and would take full account of their previous record in that school. In determining the amount of the bursary, account

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should be taken of the expense necessarily incurred, *e.g.*, in travelling, or in boarding at the centre of instruction.

It is believed that considerable sums of money which are available under the Schemes of Administration of various Educational Endowments are useful in bringing pupils to Intermediate and Secondary Schools, and the Department will, as far as possible, place at your disposal any information desired by your Committee as to the Educational Endowments already existing in your district.

3. There is no reason, however, why the whole of the money at the disposal of your Committee for the award of bursaries should necessarily be spent within the currency of your Committee's financial year. Any unexpended balance may be placed to a reserve fund, to be drawn upon in future years as the claims upon this part of your Committee's scheme increase.

The scheme should be submitted *in duplicate*, and should be so framed as to show clearly the separate paragraphs, duly numbered, and the particulars relating to the proposed allocation of the grant. If the new scheme, as submitted to the Department, shows substantial amendment upon the scheme of the previous year, the fact of its submission should be at the same time announced by advertisement in one or more newspapers circulating in the district. The Committee should forward to the Department copies of the newspapers containing this advertisement, which should follow, as near as may be, the form set forth in Appendix I. on page 6.

It will also be necessary for your Committee, in accordance with Article 3 of the Regulations, to make nomination to the Department of young persons who desire and are qualified to be enrolled as Junior Students. I am to suggest that your Committee might forthwith proceed to invite applications from young persons resident within your district who possess, or hope to possess, as the result of the Leaving Certificate examination of June, 1907, the necessary qualification in the shape of the Intermediate Certificate. It is important to note that, in nominating students, the choice of the Committee need not be limited to those candidates to whom they have been able to award a bursary. All young persons otherwise qualified are fully eligible for nomination. The list of nominations for 1907–8 *should, as far as possible, be completed before the end of the summer session of this year*, in order that the candidates selected may be in a position to begin their studies as Junior Students on the re-opening of the Junior Student Centres after the summer holidays. In this connection your attention is particularly directed to Articles 3, 4, and 5 of the Regulations. This list should be forwarded to the Department at the earliest practicable date.

The Department will also be glad to receive the *Annual Statement of the Accounts* of your Committee, together with

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a *Short Report* on the work of the Committee and the progress of Secondary and Technical Education in their district *during the past year*. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ended 15th May, 1907, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

It is pointed out that while circumstances may render some delay necessary in the completion of the *Report*, the *Accounts* for the past year need not be delayed for the preparation of the Report, and might without inconvenience to your Committee be submitted *at latest before the end of May*, the *Report* being forwarded as soon afterwards as may be found possible.

Additional copies of this Circular are enclosed for the use of Members of the Committee.

I have, etc.

J. STRUTHERS.

APPENDIX I.

Form of Advertisement.

Committee on Secondary Education for the County (*or as the case may be*) of_____

Notice is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of_____have this day submitted to the Scotch Education Department a scheme for the distribution of the sum available to them under Section II. B of the Minute of 9th March, 1907 (Distribution of the General Aid Grant), Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded *in duplicate*.

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of_____(*not to exceed one shilling*).

(Signed)_____

Clerk to the Committee.

Address_____

_____

Dated this_____day of_____1907.

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APPENDIX II.

TABLE showing how much each Committee will receive of the sum of 55,300*l.* under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900; and of the sum of 38,000*l.* under Section II. B. of the Minute of 9th March, 1907.

County.	Fixed Grant.	Amount of Grant according to population.		Total.
		Minute 10th June, 1897.	Minute of 9th March, 1907.	
	£	£ s. d.	£ s. d.	£ s. d.
Aberdeen (excluding Burgh)	200	1,702 17 0	1,362 5 6	3,265 2 6
Argyll	200	788 10 10	630 16 8	1,619 7 6
Ayr	200	2,706 0 11	2,164 16 9	5,070 17 8
Banff	200	656 5 9	525 0 7	1,381 6 4
Berwick	200	330 12 6	264 10 0	795 2 6
Bute	200	199 10 11	159 12 8	559 3 7
Caithness	200	359 14 11	287 16 0	847 10 11
Clackmannan	200	338 17 11	271 2 4	810 0 1
Dumbarton	200	1,210 3 10	968 3 1	2,378 6 10
Dumfries	200	770 16 1	616 12 11	1,587 9 3
Edinburgh (excluding City and Leith Burgh)	200	992 17 2	794 5 8	1,987 2 10
Elgin	200	472 12 10	378 2 3	1,050 15 1
Fife	200	2,324 7 9	1,859 10 2	4,383 17 11
Forfar (excluding Dundee)	200	1,305 9 4	1,044 7 5	2,549 16 9
Haddington	200	410 13 6	328 10 10	939 4 4
Inverness	200	956 14 5	765 7 7	1,922 2 0
Kincardine	200	334 19 4	267 19 6	802 18 10
Kinross	200	75 10 2	60 8 2	335 18 4
Kirkcudbright	200	419 13 3	335 14 7	955 7 10
Lanark (excluding Glasgow City and Govan)	200	5,133 5 2	4,106 12 2	9,439 17 4
Linlithgow	200	705 14 4	564 11 5	1,470 5 9
Nairn	200	92 12 7	74 2 2	366 14 9
Orkney	200	304 16 6	243 17 2	748 13 8
Peebles	200	159 13 8	127 14 11	487 8 7
Perth	200	1,312 4 7	1,049 15 9	2,562 0 4
Renfrew	200	3,114 2 3	2,491 5 8	5,805 7 11
Ross and Cromarty	200	812 0 1	649 12 1	1,661 12 2
Roxburgh	200	515 2 9	412 2 2	1,127 4 11
Selkirk	200	248 8 3	198 14 8	647 2 11
Shetland	200	299 3 3	239 6 7	738 9 10
Stirling	200	1,507 13 9	1,206 3 0	2,913 16 9
Sutherland	200	227 14 5	182 3 7	609 18 0
Wigtown	200	345 16 0	276 12 10	822 8 10
School Board Burghs.				
Edinburgh	200	3,368 10 5	2,694 16 5	6,263 6 10
Glasgow	200	6,622 1 0	5,297 12 10	12,119 13 10
Aberdeen	200	1,630 8 4	1,304 6 7	3,134 14 11
Dundee	200	1,711 17 9	1,369 10 2	3,281 7 11
Leith	200	822 10 3	658 0 2	1,680 10 5
School Board Parish.				
Govan	200	2,209 16 3	1,767 17 0	4,177 13 3
Total £	7,800	47,500 0 0	38,000 0 0	93,300 0 0

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Enclosure to Circular 397.

Extracts from Circular 359 relating to the allocation by County and Burgh Committees of the grants available to them for the purposes of Secondary and Technical Education.

1. The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage indicated in Article 29 I. of the Day School Code—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

2. Provision for this purpose may be made in two forms—(i) by grants to suitable schools; (ii) by provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them as, *e.g.*, by making the grant to a school depend on the provision of a certain number of free places. The grant to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

3. (*a*) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher Grade Departments of State-aided Schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, &c., and of estimated expenditure upon equipment, staff, &c., provided that such expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school, copies of which are enclosed herewith.

(*b*) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit), but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In no case should they be such as entirely to relieve Managers from the necessity of making some contribution from their funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From an examination of the returns made by School Managers on forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past, and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

4. My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools who have passed into, and remain for a reasonable time, at an approved secondary school or department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 *e* of the Minute, and payment is not conditional upon the production of a certificate under the provisions of paragraph 21 of the Minute.

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LIST OF SECONDARY EDUCATION COMMITTEES.

County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name and Address of Clerk.
BURGHS.		
Aberdeen	Dr. Dunn	G. Cruden, Esq., 9, Golden Square, Aberdeen.
Dundee	J. M. Wattie, Esq.	J. Thornton, Esq., 15, Albert Square, Dundee.
Edinburgh	A. E. Scougal, Esq.	R. G. Scott, Esq., W.S., 6, Hill Street, Edinburgh.
Glasgow	A. R. Andrew, Esq.	J. Clark, Esq. (Int.), 129, Bath Street, Glasgow.
Leith	F. R. Jamieson, Esq.	R. Hardie, Esq., 8, Links Place, Leith.
PARISH.		
Govan	R. Harvey, Esq.	M. MacLeod, Esq., 151, Bath Street, Glasgow.
COUNTIES.		
Aberdeen	Dr. Dunn	John Clarke, Esq., 7 Chanonry, Old Aberdeen, Aberdeen.
Argyll	D. Munro Fraser, Esq.	M. Sinclair, Esq., County Buildings, Lochgilphead.
Ayr	A. Lobban, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
Banff	W. W. McKechnie, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
Berwick	C. J. N. Fleming, Esq.	Joseph Wilson, Esq., County Clerk's Office, Duns.
Bute	A. R. Andrew, Esq.	R. D. Whyte, Esq., County Office, Rothesay.
Caithness	J. A. Macdonald, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
Clackmannan	A. D. Millar, Esq.	J. Cuthbert, Esq., Candleriggs, Alloa.
Dumbarton	R. Harvey, Esq.	H. Hutcheson, Esq., 115, Wellington Street, Glasgow.
Dumfries	D. Thompson, Esq.	John Robson, Esq., County Buildings, Dumfries.
Edinburgh	F. R. Jamieson, Esq.	J. Stewart, Esq., S.S.C., 3, Thistle Court, Edinburgh.
Elgin	W. W. McKechnie, Esq.	J. McIsaac, Esq., Elgin.
Fife	J. C. Smith, Esq.	J. Mitchell, Esq., County Buildings, Cupar-Fife.
Forfar	J. M. Wattie, Esq.	R. F. Myles, Esq., National Bank Buildings, Forfar.
Haddington	F. R. Jamieson, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
Inverness	J. L. Robertson, Esq.	Messrs. Anderson and Shaw, W.S., Inverness.
Kincardine	Dr. Dunn	A. W. Kinnear, Esq., Stonehaven.
Kinross	A. D. Millar, Esq.	W. K. Falconer, Esq., Kinross.
Kirkcudbright	D. Thompson, Esq.	Adam Brown, Esq., County Buildings, Kirkcudbright.
Lanark	G. Andrew, Esq.	W. Malcolm, Esq., M.A., County Offices, Hamilton.
Linlithgow	A. E. Scougal, Esq.	J. G. B. Henderson, Esq., Linlithgow.
Nairn	W. W. McKechnie, Esq.	H. T. Donaldson, Esq., Nairn.
Orkney	Dr. Dunn	Duncan J. Robertson, Esq., Kirkwall.
Peebles	C. J. N. Fleming, Esq.	J. Ramsay Smith, Esq., County Clerk's Office, Peebles.
Perth	J. Clark, Esq.	D. Marshall, Esq., County Buildings, Perth.
Renfrew	D. Munro Fraser, Esq.	Messrs. J. and J. Caldwell, County Buildings, Paisley.
Ross and Cromarty	J. L. Robertson, Esq.	Alex. Ross, Esq., Dingwall.
Roxburgh	C. J. N. Fleming, Esq.	Messrs. P. and J. Stormonth Darling, County Clerk's Office, Kelso.
Selkirk	C. J. N. Fleming, Esq.	John Steedman, Esq., County Clerk's Office, Selkirk.
Stirling	A. D. Millar, Esq.	Patrick Welsh, Esq., County Buildings, Stirling.
Sutherland	J. A. Macdonald, Esq.	Archibald Argo, Esq., Golspie.
Wigtown	D. Thompson, Esq.	C. A. McLean, Esq., Wigtown.
Zetland	Dr. Dunn	A. Sutherland, Esq., Lerwick.

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LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	,, High School for Girls.
Ayr	Ayr Academy.
	Irvine Royal Academy.
Berwick	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy ,, ,,
Forfar	Arbroath ,, ,,
	Brechin ,, ,,
	Forfar Academy.
	Montrose ,,
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B. Barbour Academy.
Roxburgh	Hawick, Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling ,, ,,

May, 1907.

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REPORT *for the year* 1906 *by* J. STRUTHERS, ESQ., C.B., LL.D., ON SECONDARY EDUCATION IN SCOTLAND.

MY LORDS,

15th October 1906.

I have the honour to present to Your Lordships my second Annual Report on Secondary Education in Scotland.

Inspection of Secondary Schools.

The total number of Secondary (and Preparatory) Schools inspected this year has been 109. As will be seen from the Tables given in the Appendix, more than half of these are either schools under public management or endowed schools. The remainder are in private hands. The fact that there has been no increase whatever during 1906, would seem to indicate that the supply has reached the limits marked out for it by the demand. In the meantime, at all events, the endeavours of those interested should be mainly directed towards the securing of greater efficiency in the particular schools with which they are immediately concerned, and also towards the prevention of overlapping, and of consequent waste of effort. A year ago I referred to this last point in connection with the growth of the system of Higher Grade Schools. I am glad to say that the remarks then made met with a sympathetic response from more than one influential quarter. It is earnestly to be hoped that the matter will not be allowed to drop out of sight, but that the practical good sense of the communities whose interests are involved will insist upon friendly co-operation.

Higher Grade Schools.

I do not think it necessary to repeat my previous explanation regarding the place and function that belong to Higher Grade Schools as constituent elements in the educational machinery of the country as a whole. It may, however, be noted that the growth in their numbers still continues. The total stands to-day at 141, of which 127 are public schools while 14 are schools under voluntary management. Their geographical distribution is naturally regulated by considerations of population, but it may safely be said that there are now few districts of Scotland where a school of this type is not fairly within the reach of all pupils who have the capacity to profit by the type of education given. Hitherto recognition has been freely accorded wherever the grounds of application have seemed *prima facie* reasonable. The time is rapidly approaching when actual performance will have to be carefully looked into. In cases where promise has not been fulfilled, recognition will be withdrawn.

Their number and distribution.

Their importance as centres for the training of Junior Students.

When the new Regulations for the Training of Teachers are in full operation, the importance of the Higher Grade Schools ought to become more and more apparent. It will be to them that intending Junior Students will mainly resort to undergo the course of instruction necessary for the Intermediate Certificate. For the most part, the duty of training accepted Junior Students will devolve upon the Secondary Schools, this being a task for which many of these are already fully equipped. On the other hand,

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Influence of Regulations for Training of Teachers.

in localities where no Secondary School is available for the purpose, Higher Grade Schools will naturally develop their curricula so as to fit themselves for recognition as Junior Student Centres. The influence of the Regulations will thus be widespread, and their beneficial effect may be expected to make itself felt in various ways. I will refer to only one. There are good grounds for anticipating that the immediate future will see a complete change in the methods by which the monies available for school bursaries are at present usually distributed. The lines on which it is desirable that reorganisation should proceed have been put before the different County Committees in the form of a Circular Letter. If the recommendations of the Department are acted upon, the result will be to substitute for ill-regulated, unwholesome competition a principle of careful selection, well calculated to ensure that fair play is given even to those whose opportunities have not been equal to their abilities. Much weight will be attached to a pupil's school record, as properly attested by his teacher.

The allocation of School Bursaries.

Regulations for the Intermediate Certificate remodelled.

During the year under review it has been found possible to take another decided step in the direction of setting the Leaving Certificate Examination upon a footing towards which tentative advance has long been proceeding. The regulations for the Intermediate Certificate have been entirely re-modelled. Presentation at the Written Examination, and also at the Practical Examinations in Science and in Drawing, must now be simultaneous for all subjects of the approved curriculum, and it is intended that such presentation should be limited to the Lower Grade. The Certificate, when awarded, therefore testifies to the successful completion of a definite, well-balanced course of general education. Two further points are of great importance. In the first place deficiency in one subject may, to a certain extent, be compensated for by excellence in another. In the second place, in estimating the final results, careful consideration is given to the school history of each candidate. The aid of the teacher is actively enlisted in determining the question of success or failure.

Weight attached to teachers' recommendations.

In view of these changes, the examination just brought to a conclusion was looked forward to with a certain amount of anxiety. It was felt to be in some degree an experiment. I am glad to be able to say that events have completely justified the confidence of the Department. The teachers, as a body, have risen to the responsibility that was placed upon them. No candidate for the Intermediate Certificate was rejected, and no candidate at all doubtful was accepted, until his school mark in each subject had been carefully scanned and collated with his written papers. The labour of going through the Schedules was considerable. But it was materially lightened by the pleasure that was over and over again experienced when it was found possible to register simple acquiescence in the headmaster's reasoned verdict on the attainments of his scholars. Miscalculations, of course, were not unknown, but these are certain to disappear as the normal standard aimed at becomes better under-

The general result.

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stood. And there are evidently some teachers who find it hard to rid themselves of the notion that presentation should be made on purely speculative principles. Cases which suggested a deliberate intention to mislead were fortunately very rare. It was only here and there that a school mark of 70 or 80 per cent. was put against the name of a pupil to whose written work the most generous of revisers could not give more than 10. Still the very fact that such a discrepancy did occasionally occur renders a warning opportune. Any repetition of the offence will entail the disqualification of the whole of the candidates from the school with which the irregularity is associated. That is a severe measure. It would be adopted with great reluctance. But, in the interests of the integrity of the Examination, attempts of the nature indicated must be sternly repressed.

As was only to be looked for in the first year of a novel system, misapprehension of the regulations was not infrequent. Error or confusion due to this cause was, of course, very leniently dealt with. It will be well to make it plain that the rules laid down must be enforced with greater stringency in future. It may be helpful if I indicate some of the commoner misunderstandings. To begin with, the marks assigned by the teacher were not always assessed upon a common standard for each subject. It is not, of course, to be expected that the teachers of the different subjects will necessarily employ one common standard for all the subjects of the curriculum, although in well-organised schools there will certainly be approximate uniformity. All that is required, for the purposes of the Intermediate Certificate Examination, is that the marks assigned to those pupils of a school who take a particular subject should be at least relatively accurate. That is, if the pupils are drawn from several separate classes, there should *not* be a different standard used for each class. As presentation is normally on the Lower Grade, it would be convenient if this were also the standard kept in view by teachers.

Necessity for assessing marks upon a common standard.

Again, it was not always realised that pupils, no matter how far advanced they may be in certain subjects, ought on no account to be presented until they have actually completed a well-balanced course extending over a period of three years. Where a curriculum has been approved in connection with an Intermediate or Higher Grade School, it is regarded as *ipso facto* approved for the Intermediate Certificate also. Schools which are not definitely on a Higher Grade *status* must ultimately submit their Intermediate curricula for consideration. Until next year, however, we are prepared to accept as a provisionally approved curriculum any group of subjects that is in reasonable conformity with the conditions for the Intermediate Certificate as originally laid down in Circular 340. Curricula that fell short of this minimum were regarded as inadequate, and candidates presented upon them had to be rejected.

Pupils should not be presented till they have completed the Course.

Schools not on a Higher Grade *status* must submit Curricula.

Once the approved curriculum has been completed, the pupil's attainments in each branch ought to be such as will allow of his submitting himself to the written tests conducted by the Department in connection with the Leaving Certificate Examination.

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Written tests not decisive as to success or failure.

Success or failure in these is not decisive. But, for some time to come, the written papers must continue to play a part of considerable importance in the scheme. It is, therefore, essential that managers and teachers should be under no misapprehension in regard to them. Circular 389 stated that all candidates for the Intermediate Certificate "must be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination." Very few schools had grasped the full significance of that injunction. Furthermore, presentation must be simultaneous. That is, a candidate must take all the papers in the year in which he is presented, and where the tests set are practical, he must also be put forward for the practical examination. Isolated successes gained in previous years should be disregarded in filling up the Schedule.

Regulations not fully understood.

Pupils should not be presented in isolated subjects.

Indeed, at the stage of evolution which has now been attained, there ought to be no isolated successes to tempt misunderstanding. So far at least as the Lower Grade is concerned, no school of either Intermediate or Secondary standing ought to permit any pupil to sit for single subjects. The Group Certificate should be the aim of all. If this advice be followed, many of the difficulties that now beset headmasters will solve themselves, and at the same time the anomaly of presenting candidates on the Higher Grade for the Intermediate Certificate will automatically disappear. Our general regulations are being gradually modified to facilitate so desirable a change in policy on the part of the schools. Thus we have already discontinued the practice of issuing "documents" in attestation of Lower Grade Passes in single subjects. Where it is desired to utilize any success of the kind indicated, in order to secure exemption from some other examination, the Department communicates direct with the examining body concerned, on receipt of an application from the candidate. "Documents" are still granted in attestation of Higher Grade Passes, but from these the distinction between Lower and Higher has naturally disappeared. Nor do pupils who gain a Group Certificate receive any separate "documents" at all. In a word, the process of transformation from single subjects to group is going steadily forward. It should receive a strong impetus from an assimilation of the ages at which presentation for each is permitted. This we propose to effect by slightly raising the limit in the one case and slightly lowering it in the other. No pupil will henceforward be admitted to the Leaving Certificate Examination unless he be at least 15 years of age on the first day of January next following the date at which it is desired to present him. And the age qualification for the Intermediate Certificate will be identical.

The Group Certificate should be aimed at.

Certificates of pass in Lower Grade no longer issued.

Alteration in age limit for presentation.

Coming now to actual results, I find that the total number of Intermediate Certificates awarded under the new conditions is this year 1,750. In comparing this with the corresponding figure for last year, it must of course be borne in mind that hitherto no candidates have been presented for the Intermediate Certificate unless there was a reasonable belief that they were

Number of Intermediate Certificates awarded.

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on the point of leaving school. Now, however, we ask that all pupils who have reached the conclusion of the Intermediate stage, shall be presented for the Certificate, irrespective of whether they are to remain at school or no. The Intermediate Certificate thus becomes the natural passport which secures admission to the various specialized courses whose institution has been sanctioned in previous years.

Specialized Courses.

Regarding these specialized courses there is not much new to remark. The number of schools at which they are recognised remains the same. But there is a distinct increase in the number of candidates. Thirteen boys were presented for the Technical Certificate, and seven of these were successful in securing it. For the "Special Group" Certificate seven candidates appeared, and all except one made good their claim. The results in connection with the Commercial Certificate were much less satisfactory. Of eleven candidates, drawn from three schools, no fewer than ten failed to satisfy the conditions proposed by the Managers and approved by the Department. It is clear that the whole question of Commercial Education has been as yet but imperfectly threshed out by those most deeply interested. I am hopeful, however, that some definite conclusions may be reached in the near future. We are in communication with the Committees of whose formation I spoke a year ago. A year hence I may be able to say more.

Technical and other Group Certificates.

Unsatisfactory results in connection with Commercial Certificates.

Army Certificates.

A noteworthy addition to the class of Specialized Certificates is one which was instituted in the spring for the benefit of intending candidates for the Army. With the full concurrence of the Army Council, the Department now issues Army Certificates which confer upon their holders the right of exemption from the "qualifying examination" conducted by the Army Qualifying Board. Applicants must be pupils of approved schools and must be not less than 17 years of age. They must (a) have qualified for the award of the Intermediate Certificate in terms of Circular 389, and (b) have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to a definitely planned curriculum previously submitted to and approved by the Department. They are not subjected to further examination by us. Instead, we accept the verdict of the teachers, subject to a right of revision by our visiting Inspectors, and subject also to a formal expression of opinion by the headmaster as to the general fitness of the candidate for service as an officer. We have already approved five schools, whose names will be found in the Army List. Correspondence with reference to three others is now proceeding.

Conditions to be fulfilled.

Award of Intermediate Certificates in terms of Circular 340.

During the period of transition we still award Intermediate Certificates, in terms of Circular 340, to candidates whom the school authorities cannot conveniently present under the new conditions. On the present occasion the total number of Intermediate Certificates thus issued was 300. A considerable proportion of these were gained by pupils who had been put forward for the Leaving Certificate (University Group), but had

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failed to attain the full measure of success. The last mentioned Certificate remains as originally described in Circular 340. It was this year granted to 584 pupils, a most gratifying increase upon the highest total yet attained. I trust that before long matters may be ripe for development here too. We have already informed Managers that we ultimately contemplate requiring that no pupil shall enter on a course of study for the Leaving Certificate, in any form, unless he has previously proved his fitness for such study by gaining the Intermediate Certificate as a passport. It, therefore, behoves those Secondary Schools whose Intermediate Curriculum has not yet been definitely approved, to take the question into immediate consideration.

The possession of the Intermediate Certificate will ultimately be required in pupils entering Leaving Certificate Course.

Honours papers to be discontinued after 1907.

One very important modification has still to be referred to. It is a step which has not been resolved upon without the fullest deliberation. For several years it has annually been a matter of serious consideration whether the Department were justified in continuing to set papers of an Honours Grade in the various subjects. However useful a purpose these papers may have served in the earlier stages of the Examination, and however valuable they may have proved as a stimulus to advanced work in a few schools of a highly specialized type, there can be no doubt as to the dangers that they now involve. The very existence of such exceptional provision for individual pupils is apt to foster ambitions that are unjustifiable and to lead to over-pressure. Besides, the nearer we get to a properly articulated scheme of Leaving Examinations, the less room is there for anything of the sort. The growing importance of the group system renders the abolition of the Honours Grade practically inevitable. In 1908 and future years no Honours papers will be set. This does not mean that we desire the level of the best work to fall. On the contrary, we are anxious that it should be fully maintained. But we would wish it maintained on healthier conditions than subsist at present. The business of the Department, as I conceive it, is to guarantee that pupils who leave a Secondary School with the official stamp of approval have gone through a sound course of general education, and have reached a certain minimum of attainment in the essential elements of that course. Our main concern is thus with the average requirement that can be judiciously exacted. For what lies beyond, the hands of the teachers should be free. But there is one point that those who have the framing of secondary curricula should bear in mind. The advance our Secondary Schools have made in recent years has been a good deal more rapid than is sometimes realised. If there is to be further progress in individual subjects, the pupils must be protected by a limitation. There must be an ever increasing degree of concentration in the highest classes.

Reports of Inspectors.

With respect to the actual work done during the past year, we have received a more than usually complete series of reports from the Inspectors who have visited the different schools,

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These reports, combined with the observations made in connection with the Leaving Certificate Examination by the various revisers and others, provide material for notes on several points of interest. But before I enter on the customary review, I should like to make acknowledgment of the cordiality with which the Secondary Schools generally have welcomed the more fully developed system of inspection which was inaugurated a year ago. The change has helped to banish the still lingering notion of a formal parade to be made on a set day, and it has at the same time been useful in promoting the growth of a truer conception of the Inspector's function. Its results have been almost entirely satisfactory. The one danger we have to guard against is undue interruption of school routine. This possibility is engaging serious attention.

To come now to the more important of the individual subjects of study.

ENGLISH.

Progress being made.

If it cannot be said that the complex problems presented by the teaching of English have been satisfactorily solved in our schools, progress in the right direction is certainly being made. Several of our Inspectors report that there is a marked tendency towards a more liberal treatment of the subject. The schemes of work, too, indicate a distinct advance. Repetition is being more constantly practised, although neither the selection of passages nor the mode of delivery is yet as good as could be desired. More extensive courses of Reading, including Home-Reading, are being undertaken, and there is more evidence of a systematic endeavour to map out the curriculum in such a manner as to secure gradual progression, variety, and coherence in the study of the subject as a whole. This latter point I regard as of fundamental importance. Complaints are sometimes heard that the time available for English is inadequate. This is not the defect that has chiefly impressed our Inspectors. What they feel is that the time already allotted to it might be better distributed. The plan of instruction should cover the whole of the years of the curriculum, and the work of the successive years should be so correlated that the best cumulative result is obtained.

Qualifications of teachers.

The new Regulations provide for the recognition of teachers as specially qualified for work in English. With the advent of such teachers development may be confidently looked for, and there are other subjects, hitherto classed with English, which the new Regulations are bound to influence powerfully. History and Geography have long been regarded as mere appanages of English proper. There is, no doubt, an intimate connection

History and Geography.

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between English and History on the one hand, and between History and Geography on the other. The due co-ordination of the three must always form a prominent feature of every well-ordered scheme. Equally, however, must their independence be realised, if they are to be adequately taught. English, viewed under the aspect of language-study, has but little affinity with Geography as linked to Practical Science. I trust it will not be long until at least our larger Secondary Schools are in a position to command the services of an approved expert in each of the three branches.

Possibly the custom of combining History and Geography with English in the papers set at the Leaving Certificate Examination has tended to perpetuate the current view of their relation to one another. The combination has up till now been inevitable. With the disappearance of the Honours papers, and the resulting simplification of the Time Table it will become possible to inaugurate a change. In 1908 we propose to divide the present Higher Grade English paper into three parts. English proper will be dealt with in a paper two hours in length. History and Geography will have papers of one hour each. For the securing of a pass in "English," as an isolated subject, some measure of success in all three must, in the meantime at any rate, continue to be indispensable. No corresponding modification will be made in the Lower Grade paper. The burden of written papers at that stage is already sufficiently heavy. I hope that by and by we may be able to lighten it.

Modifications in English paper at Leaving Certificate Examination.

I have received from those who have this year assisted in the revision of the English papers a set of particularly valuable reports. It is pleasant to find, in those referring to the Lower Grade, a general consensus of opinion to the effect that this year's answers actually indicate an advance, and an advance in the most profitable direction. There is testimony to an improvement in Composition: expression is growing more natural and arrangement more orderly. Penmanship is very satisfactory on the whole, the offenders (such as they are) being generally boys; and though punctuation is indubitably careless, there is not much to complain of in the way of spelling and grammar. This is something. But more important still is the improvement in literature—by which I mean, not text-book knowledge, but genuine first-hand acquaintance with writers like Scott and Dickens, or even with Shakespeare. As for the Paraphrase, what is wanted is a clearer conception of the real function of that exercise. Paraphrasing ought to be regarded as part of the process of interpretation. As a test, it should serve simply to show whether the pupil has apprehended the meaning of the passage. But in our Scottish Schools the habit of word for word paraphrasing is very deep-rooted. This year's results, though not good in themselves, show at least that it is not ineradicable.

Reports of Revisers.

Advance in Lower Grade.

Alike in Lower and in Higher Grade English certain of the questions set this year were something of a new departure. It is gratifying to learn that, on the whole, they have been a success.

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In the Higher Grade those that touched upon literature formed by common consent the most crucial part of the paper. It cannot be said that the answers were satisfactory. They showed clearly that in many schools the literary side of the teaching is undoubtedly very weak. Even the knowledge of literary history incidentally revealed was often vague and chaotic. It is to be feared that there are not a few teachers of the subject who have a very imperfect realisation of the ends at which they ought to aim. To them I would commend the weighty observation of one of our most experienced revisers:

Weakness in the literary side of the Teaching.

"There are three points which clearly need to be emphasised in the teaching of literature,—a general knowledge, accurate as far as it goes, however little way it may go, of the great names and movements of English Literature; a feeling for beauty in language and in rhythm; and some sense of what Matthew Arnold used to call 'architectonics,' the operation of the intelligence in works of creative imagination. None of these things, in simple guise, is beyond the capacity of boys and girls of 17. Without them I do not know what the teaching of literature means."

As to the general character of the work done by Higher Grade candidates, there is some difference of opinion. But the resultant impression is that the work is above the average of recent years. Though the number of passes is probably, and the number of really excellent performances certainly, no greater, there seems to have been a general levelling up, and few of the papers are altogether destitute of merit. All the revisers agree that penmanship and spelling are very satisfactory, and that formal errors in grammar are rare. The essays, too, show a growing power of natural expression, a welcome abatement in the use of fine writing, and more attention to the arrangement of matter. There are still, however, many traces of sentimentality, of literality, and of poverty of imagination. Nor is evidence lacking that here and there the teaching of Composition has been reduced to the mechanic art of getting up a farrago of commonplaces, some of which can be reproduced whatever theme an examiner may select.

Work of Higher Grade candidates above average of recent years.

Probably the most unsatisfactory answers of all were those given to the questions whose subject matter was most nearly allied to formal grammar. It is plain that the study of English in its vocabulary and idiom is still very far from the precision that has been attained in the study of the classical languages. Drill in analysis and parsing is conscientiously done. But these exercises are too often regarded as ends in themselves, whereas they should be purely ancillary. Like paraphrasing, they should serve merely as aids in the cultivation of correct understanding. Taught, as they often are, dogmatically and without regard to historical grammar, they have a numbing effect on the linguistic sense of the pupils. Let me quote some interesting remarks on this point by the Chief Examiner:

Weaknesses in the study of English.

"Anything archaic in speech or syntax, however common in classic authors, seems to baffle the candidates; and this, like some other weaknesses, I attribute to their unfamiliarity with literature. The examination helps to form the speech of a people. Clearness, logic, and exact modern usage seem to be well taught The danger lies in the other direction; the best English speech has always preserved a freedom and

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elasticity which the grammar lesson is apt to impair, and which can be learnt only from the reading of the best authors, or from conversation with the best speakers. With the progress of popular education a kind of miasma of pedantry is creeping over England and Scotland. There is no practical cure for this save in literature. In our schools the subjunctive is moribund or dead. But it lives in good writing, and will be revived by the study of good writing. And so also with other forms which are killed by the unintelligent and dogmatic teaching of logical grammar. 'This House to let' is good English. It is being driven out by 'This House to be let,' which is pedantic, bad English."

HISTORY.

The questions set in History at the Leaving Certificate Examination were this year purposely made to cover a somewhat wider sweep of ground than has been usual in the past. Candidates were given an opportunity of displaying their familiarity with outstanding events of Scottish History, and also of showing how far they were acquainted with the leading incidents and the general drift of some of the great movements that have made Europe what we find it to-day. These questions have brought out in clear relief a very significant result. History as studied in Scottish Schools is practically English History from 1066 to 1815. Within these limits there is sound teaching of the facts and some appreciation of the picturesque side of the past, although in the Higher Grade one might not unreasonably look for greater power of generalization and of realizing causal connection, and for a more genuine interest in the economic and constitutional aspects of the subject.

Neglect of Scottish History.

The lack of comprehensive grasp and the apparently entire neglect of Scottish history are, however, grave defects. As to the existence of these weaknesses, there can be no manner of doubt. I have been much impressed with the remarks made upon the latter point by one of our most trusted advisers, himself an Englishman:

"I must once again animadvert on what I cannot but regard as the most discreditable ignorance of Scots History universally shown by the candidates. The parrot-like use of the word 'Britain' seems to me to have done much more harm than good from the point of view of Scotsmen who take a pride in their separate history. Because we must be careful to talk of the British at Waterloo and Inkerman, the children make a point of talking of the 'British' victories at Crecy or Agincourt, and take satisfaction in the idea that William of Normandy conquered 'Britain.' The essays on the Stuarts revealed blank ignorance of Scots History before the union of the crowns. To most candidates James VI. was as devoid of parents as Melchisedek. . . Whatever may be said in general about 'particularism,' it is surely worthy of note that Scots children, whose work gives ample evidence of Scottish idiosyncrasies and even prejudices, are totally uninstructed in the history of Scotland. I do not know what text books are in general use, but I am quite sure that they were written entirely for the benefit of English children, and I am also sure that the teachers of the candidates whose work I have seen are either unable, or think it unnecessary, to supplement the contents of those books by telling their pupils anything about the history of Scotland."

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It will be within the recollection of Your Lordships that the Convention of Royal Burghs recently drew the attention of the Department to the prevalence of unsatisfactory notions regarding the history of Scotland, and suggested that it is in the schools, or rather in the school-books, that the root of the evil is to be found. The matter was in due course brought under the notice of His Majesty's Inspectors, who were instructed to institute careful enquiry. As a result, we have already received several useful reports. The general trend of these is to confirm the evidence of the written papers, and to show that the whole question merits the thoughtful consideration of Managers. In the circumstances it may not be amiss to point out where the real solution lies. What is wanted—and wanted elsewhere than in Scotland—is that the history of our country should be studied, not from an English or a Scottish or an Irish, but from a truly British point of view. The pupils should be taught to have regard to the development of these islands as a whole. This is the essential. Over and above, however, for Scottish children, such work should be supplemented by some more detailed information about Scotland; and for the older pupils the lines might well broaden out gradually into a general view of the great movements of European, if not of Universal, history.

Geography.

Weaknesses in teaching of Geography

It becomes increasingly evident that, as I hinted last year, Geography is still very far from becoming the educative subject which it is capable of being made. In most schools it seems to be conscientiously taught so far as bare facts are concerned. But better organisation of the course is wanted almost everywhere, and practical instruction is virtually unknown. The specially qualified teacher is urgently called for. That is the impression formed by the visiting Inspectors, and it is fully borne out by the evidence of the written papers. Questions demanding generalizing power were left untouched. Isolated details were baldly stated, and there was little attempt at discussion. Physical or realistic geography, which is nothing but an extension of Nature-study, obviously requires to be encouraged. It may be anticipated that the institution of a separate Geography paper in the Higher Grade will afford an opportunity for this. But it hardly needs to be added that at first we shall proceed very tentatively.

Classics.

A year ago I dwelt at some length upon the impressions which the answers to the papers set in Latin and Greek at the Leaving Certificate Examination had produced on those who lent us their assistance in the work of revision. This year the staff of examiners is practically identical. It is interesting to note that, on the whole, they are able to testify to a substantial body of sound achievement, to a marked advance in some points, and

Marked advance in some points.

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even to a certain measure of real distinction. But the proportion of unintelligent and unsatisfactory work is still disappointingly large. It is much larger, relatively, in Latin than in Greek, and much larger in Lower Grade than in Higher,—a circumstance which suggests that it is not the teaching that is mainly at fault. Tradition still forces into the Latin classes a considerable number of boys and girls who would derive more lasting profit from an easier or, at all events, from a different subject. From this point of view the continued popularity of the language is not entirely matter for congratulation. Managers and parents have yet to realise that, if Greek is for the few, even Latin is hardly for the many. On the other hand—and this is but a particular application of a principle to which I have already referred—those pupils who are gifted with a genuine aptitude for classical studies ought to be at liberty, during the last three or four years of their school life, to devote much more time to ancient languages than is usually possible at present. Not until that principle is more widely accepted will the general level of classical learning in Scotland be appreciably raised.

Too many embark on Classical Study.

And time allowed at higher stages is inadequate.

I may mention a few points that emerge from the reports presented by the visiting Inspectors. It is gratifying to note that there is general agreement regarding the high average of qualifications possessed by Classical teachers in Secondary Schools. Formerly there was a vague belief that a limited range of knowledge was sufficient to justify a man's being entrusted with the care of a class of beginners. That dangerous heresy is rapidly disappearing. It is becoming more and more generally understood that scholarship must begin at the beginning. And it seems certain that an effort after better methods is discernible almost everywhere. But a great deal remains to be done Grammar is still too generally taught as an end in itself, and, in Greek at least, old-fashioned grammatical text-books have not quite lost their vogue. Quantities are receiving much more watchful attention, with the natural result that scansion, as tested by the written papers, is gradually becoming less unsatisfactory. But the necessity for a uniform system of pronunciation is not yet universally admitted. Repetition is practised with greater regularity. It is still, however, too frequently regarded as something outside of the ordinary work—a display for special occasions. As a matter of fact, it is intimately connected with the intelligent reading of the ordinary text, and is only one phase of the training of the ear—an aspect of linguistic study which is very imperfectly understood. The most serious blemish continues to be the neglect of *Realien*, the lack of a proper background of history and antiquities. The teachers are no doubt sorely tempted to err in this way. But they would probably find it better, even from a strictly utilitarian point of view, to do more to interest their pupils in the life and literature of Greece and Rome. Here again, however, the real remedy will be found in a frank recognition of the necessity for concentration, if Greek and Latin are to get their due.

Qualifications of Teachers.

Better methods being employed.

Improvement still required.

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FRENCH.

Marked progress.

According to the unanimous testimony of the visiting Inspectors, there is no subject which has made greater progress in recent years than French. It gains in popularity every day. Nor is this matter for surprise. The study is attractive and educative in itself, and is at the same time closely connected with the social and political tendencies of the moment. The outlook for the future is therefore bright. The standard of qualification among the teachers is steadily rising, and there has been a genuine stirring of the waters in regard to method. Much, however, has still to be achieved. Some of the teachers, for instance, are not sufficiently familiar with spoken French to make a right use of oral Composition. And there are others who, though possessed of considerable fluency, lack the training that a discipline in exact scholarship alone can give. Again, the newer ideas have hardly had time to bear full fruit. In some cases it is impossible to apply them properly owing to the unwieldy size of the classes.

Qualification of Teachers.

Need for thorough work on part of Teachers.

It would appear that teachers still need a great deal of help towards understanding the real aim of modern ways of treating foreign languages. Many do not yet realise that, if success is to be attained, the use of the "direct" method must be whole-hearted, energetic, and thorough-going. There must be no slovenliness, no countenancing the idea that the precise ending a speaker gives to a word is not a matter of any particular moment. Neglect to guard against this danger inevitably brings the method itself into discredit. As soon as the pupils put pen to paper, the defect betrays itself in false concords, in wrong genders and in gross syntactical blunders. Yet these are the very things that, properly applied, the direct method is so well calculated to banish from the schools.

Composition

Several Inspectors report that, in their opinion, formal composition is overdone. It has, of course, a place of its own in every properly organised scheme of language study. At present, however, there would seem to be too much attempted in this direction, and too little attention paid to "imitative" composition, —that is, composition based on material with which the pupils are already familiar. Re-translation, for instance, is almost unknown as a systematic exercise. I am glad to believe that the amount of literature read is increasing. This appears from a glance at the list of books submitted to us annually in connection with the presentation of individual candidates at the Leaving Certificate Examination. But even more time might very profitably be devoted to what must always be a most important side of linguistic study.

Range of Reading.

Improvement in pronunciation.

Pronunciation continues to improve. In this connection I would like again to refer to the arrangements for an interchange of student-teachers between France and Scotland. The system is developing rapidly along satisfactory lines. During the past session 18 young Scottish teachers were sent to gain experience

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Interchange of student teachers between France and Scotland.

in the schools of France, abundant leisure being allowed them to improve their own knowledge of the foreign language. In the same way 7 young French teachers were received in Scottish schools, and the enlightened policy of those Managers who lent their assistance in the matter has, so far as I can learn, been amply justified. Our Inspectors speak very highly of the useful service which these young Frenchmen and Frenchwomen have proved capable of rendering.

French in a state of transition.

Generally it may be said that in regard to French we are in a stage of transition. The leaven of improved methods is steadily working, but its effects can hardly be expected to make themselves fully felt for a year or two to come. The written papers furnish clear proof of this in more than one respect. It will, therefore, be of interest, if I again quote some portions of the Chief Examiner's annual report:

LOWER GRADE.

Continued improvement.

"It is gratifying to be able to report that the progress recorded last year has been maintained and that in part of the work there has been a still further advance. Even those revisers whose strictures are most severe allow that the vocabulary of pupils has been extended and that greater facility is shown in composing and stringing together simple French sentences.

Free Composition.

"The reproduction in French of a story read out in English was, on the whole, a most creditable performance. This year a fable already familiar to most was set. It was almost impossible to miss the main points or confuse, as not a few careless or witless pupils did, the parts of cat and mice. The questions to be answered in French were a new form of test which served excellently to discriminate good and bad teaching. Failure was largely due to not attending to the question. Instead of the 'few lines' required, candidates wrote either a few words, or, mostly in the case of girls' schools, a few pages. It is not creditable that at least 10 per cent. of the candidates should have mistaken *Samedi* for Sunday.

Needs supplementing

"It is clear to me from the Compositions done on question 1, and still more from the failure to turn the short sentences in question 4, that Free Composition needs to be supplemented by some form of syntax drill. It is easy to write French up to a certain point and evade most of the difficulties of the compound sentence. To give a particular instance which this year's paper happened to bring into prominence, it was the rarest exception to find a candidate who could tackle 'we should eat only,' 'we should be much obliged,' 'if he would take,' 'it is time he should know.' It was evident that attention had not been directed to the difference between 'should' as an auxiliary and a notional verb and to the corresponding French idioms.

Translation from French.

"The average of marks gained for translation into English has certainly risen, but the number obtaining anything approaching full marks continues to be lamentably small. There is still a general complaint among revisers of a 'serious absence of brightness and polish,' and the inference I draw is that the reading of French is not nearly extensive enough. There is no reason why under the New Method the Reader should not form the basis of instruction, and the reading should certainly include some poetry.

HIGHER GRADE.

No advance on last year.

"It is disappointing once more to report that in the Higher Grade there has been no progress, and in the opinion of two of the revisers a distinct retrogression. This adverse criticism is tempered by the testimony of the majority of the revisers to the high standard in French narrative. What

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was stated last year is no longer the case; in the free Composition there is, this year, a marked superiority over the work of Lower Grade candidates. At the same time it must be acknowledged that in the narrative the French was better than the matter. To compose a story on a given theme under pressure of time is a task in which most grown-up people would egregiously fail, and little in the way of originality or invention can be expected from boys and girls at school. Yet, after due allowance has been made, I cannot but conclude from the disjointed and wholly inartistic stories that I examined that this most useful form of Composition is neglected in the earlier stages. The performance of French boys and girls would have been vastly superior. The fault lies rather with the English than with the French teaching. Free Composition.

"A warning must be given against cramming for this part of the examination. One reviser reports that stories learnt by heart were freely introduced, and that he constantly found 'a correct sentence (generally unnaturally so) sandwiched between sentences full of faults and blunders.' Cramming.

"'Mediocre' is a summary but fair verdict on the set composition. The complete failures were comparatively few, but equally few were the candidates who gained two-thirds of full marks. Syntax was very weak. Such common constructions as 'I might have spared you,' 'he has been an hour in the house,' 'this is the most joyful hour he has ever given us,' 'we are anxious you should come,' should certainly not puzzle any intelligent pupil, but they did puzzle on an average three out of four. The explanation, I take it, is that although French syntax is quite as complicated and difficult as Latin syntax, this fact is hardly yet realised by headmasters, and the same results are expected in French as in Latin, to be produced in half the time. Translation into French. French Syntax.

"The prose passage of French set this year was easier than usual and most obtained on it three-fourths of full marks. An extraordinary number of candidates, however, mistook *sol* for *soleil* twice over, and wrote in consequence utter nonsense. The verse on the other hand was distinctly harder, and was not well done. It is worth noting that few had heard the name of Seneca. Translation from French.

Honours.

"In Honours there were fewer presentations than last year, but the proportion of passes is about the same. Good Progress.

"The Free Composition has greatly improved, but in the Set Composition there is little if any advance. Composition.

"Good candidates who gained 60 to 70 per cent. of full marks on the former only secured from 20 to 35 per cent. on the latter. I would suggest as a useful exercise for advanced pupils to translate striking passages from the book they are reading, and, after their versions have been carefully corrected by the teacher, to re-translate them after an interval, compare them with the original, and finally learn the text by heart or master it sufficiently to be able to repeat it with their own version before them. This is the good old Ascham method which has quite gone out of fashion, but of this I am convinced that it is only by constant imitation that the art of French Composition can be acquired. The essays, as a rule, were too long and too rhetorical. More simplicity and less effort to be idiomatical are the qualities to be aimed at. A suggestion.

"The translations into English were about on the same level as last year, but there was some improvement in the rendering of poetry. Translation of French.

"In the annotations of the extract from Corneille there was some advance on last year's work—somewhat less of wholly superfluous grammatical notes—but very few detected and still fewer illustrated the real difficulties and archaisms. For pupils many of whom are themselves preparing to become teachers such an exercise is most profitable, and it forms part of every teaching diploma in France." Explanatory Notes.

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GERMAN.

Position of German in Scottish Schools.

One regrets to find that in a large number of schools, perhaps indeed in the majority, German stands on a somewhat precarious and uncertain footing. In almost all cases the number of pupils studying the language is small, and too often the time devoted to it is inadequate. I may repeat the hope I expressed last year to the effect that this eclipse is only temporary. A great many of the teachers are well qualified, both by University study and by residence abroad, to handle the subject effectively. In some of the smaller schools, however, part of the work has had to be relegated to instructors who can hardly be regarded as thoroughly competent, and who are often unable to make successful use of the more modern methods of teaching. It is unfortunate that the pupils who suffer most in this respect are beginners. The laying of a sound foundation is of capital importance.

Improved methods.

Here, as in French, oral methods are making decided headway. It is, however, but too clear that the principles essential to their successful application have not yet been thoroughly assimilated. Oral drill is not systematic enough, or else it passes to the opposite extreme and becomes stereotyped within the limits of a few stock questions and answers. And there should be more repetition. Pronunciation touches a fairly high level in some schools. But it is not yet grappled with on scientific principles, as it ought to be at the very outset. The new sounds cannot all be learned by imitation alone, and teachers would find that in German, as in all other languages, even the most elementary knowledge of phonetics could be turned to excellent account. As is only natural where the time is unduly limited, the range of continuous reading overtaken is seldom sufficiently wide.

This year the style of questions set in the written papers was slightly modified so as to bring the test more nearly into line with the methods of teaching that are now becoming popular in the schools. The report which the Chief Examiner makes on the result is decidedly interesting:—

Chief features of this year's Examination.

"The chief feature of this year's examination was the absence of separate grammar questions from the papers set. Whilst in previous years a gradual reduction had already taken place in this respect, this year the grammatical knowledge of the candidates was tested solely by means of translations of connected passages and detached sentences and by free composition. As a result of this elimination of specific grammar questions, the papers were rather shorter than in former years, thus giving the candidates somewhat more time for carefully considering and revising their work; and a certain improvement on the average results of the last few years might thus reasonably have been expected. Nor have these expectations been entirely disappointed. Generally speaking, there did not seem to be the same percentage of absolute failures as in former years, nor did one meet so frequently with translations betraying a complete misunderstanding of the original passages; further, comparatively few papers were left unfinished On the whole, the results obtained in the Lower and Higher grades were distinctly encouraging, being, indeed, such as might make one look forward to a time when German will take its full share in the mental training afforded in Scottish Schools.

Results encouraging.

"While the formal side of grammar was less markedly accentuated in this year's papers, it should be clearly understood that the Department does not

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thereby countenance any relaxation on the part of teachers in the systematic grammatical and syntactic drill of their pupils. At all stages, not excepting the Honours Grade, there still is much room for improvement in the knowledge of the ordinary forms of accidence and the most elementary rules of syntax. Only it is not by the mere getting up by heart of grammatical paradigms and lists of irregular formations, or of rules of syntax, but only by the actual use of such forms, and the systematic practical application of such rules that a more accurate and more intimate knowledge of the living language is to be obtained. The German script was used by all but a very few candidates, and in most cases in a perfectly satisfactory way."

Room for improvement in certain respects.

German Script.

I may add a sentence with regard to the scheme for an exchange of student-teachers between Scotland and Prussia. In the circumstances already explained, one could hardly look for so marked a degree of success as has attended the corresponding arrangement with France. But a beginning has been made. The Prussian Government is most cordially sympathetic. And the system will undoubtedly develop when the popularity of German in our schools is re-established. At present the arrangement with Prussia provides for men teachers only. A proposal made by the Department that it should be extended so as to include women has been very favourably received, and negotiations on the subject are proceeding.

Exchange of student-teachers between Scotland and Prussia.

SPANISH.

There are some signs that Spanish is likely to receive increasing attention in our Schools. But as yet the semblance of a beginning is all that has been made. It is of course only in the great commercial centres that we could expect the language to be taken up. Even there, however, its growing importance from a business point of view is but faintly realized. This year a larger number of candidates presented themselves at the Leaving Certificate Examination. But the work cannot be said to have been satisfactory. As a rule the translation into English was careless and showed ignorance of many ordinary Spanish words and phrases, and the composition, though not lacking in idiomatic expression, was disfigured by many grammatical mistakes. The same may be said of the reproduction in Spanish of the short story read aloud. The simple idiomatic English sentences were not rendered correctly into Spanish by any of the candidates. In a word, the treatment of the subject is not yet sufficiently serious.

Signs of increasing attention.

But work not satisfactory.

GAELIC.

Your Lordships will recollect that last year was the first occasion on which Gaelic made its appearance in connection with the Leaving Certificate Examination. The result of the experiment was very gratifying. The average mark obtained was surprisingly high, and there was good evidence of wider reading than might have been anticipated. The work, indeed, was of such solid quality that we scarcely ventured to hope that the level would this year be maintained. It is satisfactory to find

Results gratifying.

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that our fears of a falling off have proved groundless. The Chief Examiner writes as follows:—

"The remarks which I ventured to offer regarding the quality of work shown in last year's examination are almost word for word applicable to this year. The papers set on both occasions were of the same character, with the single exception that the Gaelic passage read was this year reproduced in English instead of in Gaelic. The papers were also, as nearly as possible, of equal difficulty. The diction of the Gaelic passage to be turned into English (Question 1) was quite grasped by nearly all the candidates, but the point of one or two idioms was missed by several of them. One could observe, in not a few instances, especially among the younger candidates, that they felt the force of the Gaelic phrase, although they were unable to render it into idiomatic English. The English passage prescribed for translation into Gaelic was in familiar dialogue and was evidently understood and even appreciated by practically all the candidates. But there was considerable variety in the rendering offered. Many of the papers gave what one would be prepared to accept as an accurate translation expressed in literary and idiomatic Gaelic, the few marks deducted being due to more or less defective orthography. Others abounded in localisms which required considerable familiarity with Gaelic dialect to recognise, disguised as they too frequently were by eccentric spelling. As in last year's papers so in this, the Gaelic orthography is the only unsatisfactory feature."

Orthography the only unsatisfactory feature.

The explanation of the relative excellence of the Gaelic papers is probably twofold. The candidates are, as a rule, considerably older than the great majority of candidates presented in other subjects. Only a very small percentage are under sixteen years of age. Again, they are all practically bi-lingual. This is ensured by the stringency of our oral test. And the mental discipline thus implied has helped to develop their intelligence. The Chief Examiner has brought together some interesting statistics as to the distribution of candidates over the Gaelic-speaking area:

Statistics as to distribution of candidates.

"Of the 107 candidates, 50 come from Ross-shire, 8 being from the mainland (7 of whom are from the single parish of Gairloch) and 42 from Lewis. Inverness-shire sends 37 candidates. Of these only 3 are from the mainland. Skye accounts for 18; North Uist for 8; South Uist for 3; Harris for 3; and Barra for 2. Only 12 candidates come from Argyll, of whom the mainland supplies 8, and the islands 4 (3 from Islay and 1 from Tiree). Sutherland sends 8, all from the Western and Northern seaboard. On the Western mainland from Lochinver in Sutherlandshire to Ballachulish and Easdale in Argyll, there is not a single candidate except from the parish of Gairloch. No candidate comes from the following islands, which are all, or chiefly, Gaelic-speaking: Gigha, Jura, Colonsay, Mull, Iona, Coll, Eigg, and Raasay."

MATHEMATICS.

Beneficial effect of modern methods of teaching.

There seems to be no doubt as to the beneficial effect that is being produced upon Mathematical study by the infusion of modern methods into the teaching. One of the most immediate results has been a marked increase in the popularity of the subject. Several Inspectors point out that, whereas it was common a few years ago for girls in Secondary and Intermediate Schools to omit Mathematics entirely from their curriculum, such an irrational proceeding is now the exception. Whether

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the full value of the new aspects of the work has yet been adequately realized, is much less certain. But at least it is a clear gain that the interest of the pupils has been quickened, and that the essential unity of the different branches is becoming more and more generally apprehended. The ultimate educational advantage ought to be great. What has hitherto seemed meaningless to pupils can now be made plain by practical demonstration wherever the practical side of the teaching is properly correlated with theory. It is in the neglect of such correlation that danger lurks. Increased interest shown by pupils.

As regards Arithmetic our Inspectors report that manipulation is usually accurate, although here and there the need exists for stricter insistence upon accuracy of computation. Principles are not always well understood, and in some quarters mechanical methods continue to be employed. On the whole, however, it may be said that greater attention is being paid to securing an intelligent appreciation of the processes involved as well as to insisting on a proper apprehension of those generalisations, the true understanding of which makes easy the transition from Arithmetic to Algebra. One Inspector observes that decimals are not used nearly so freely or so naturally as is desirable. It appears that many pupils still prefer the most unwieldy vulgar fraction to the simplest decimal. This is a very serious weakness. Arithmetic.

In Algebra the attempts to blend the new method with the old are frequently too crude. Some teachers begin the subject in the traditional manner, and do not make use of generalised Arithmetic till near the end of the course. As a matter of fact, ordinary arithmetical notions should be regularly employed from the beginning, and simple problems of an interesting type should be prominent from the outset. Graphical studies are now pursued almost everywhere, and Algebra has benefited materially by the change. But in some schools the introduction of graphs is postponed until too late a period in the pupil's career. They should make their appearance as early as possible. Our Inspectors recommend that the first practice should be upon curves whose direction changes continuously. Abrupt change requires an amount of discussion which it does not always receive, while curves consisting really of a number of isolated points are seldom adequately explained. Algebra.

I learn from the reports that good work has been done in Geometry during the past session, but that the treatment of the subject might often be improved. The sequence chosen is not always well adapted to give due prominence to the two aspects of the study. The teacher should aim at following a logical course in which each inductive proof shall be followed as soon as possible by the deductive. By some of the best teachers this has been done with remarkable success, and in such a way as to show how needless is the fear that Geometry treated practically will lose its value as a means of mental discipline. There might Geometry.

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be ground for that apprehension if practical and experimental work were pushed to an extreme that left no room for logical deduction and if pupils were allowed to leave school unable to carry out geometrical reasoning except with the aid of rule and compasses. But, up to the Lower Grade Stage at least, there is no such risk involved in the use of the newer methods.

The Written Work.

As usual, I append some observations on the written work, in the shape of a brief report drawn up by the gentleman who acted as Chief Examiner in Mathematics. They form a useful supplement to what I have said above, illustrating very aptly many of the criticisms of the visiting Inspectors.

General remarks.

"The general character of the mathematical work continues to be satisfactory, although in some cases it would appear as if the increased time given to graphical work had interfered with the systematic study of geometrical reasoning. As a rule the style is satisfactory, although some candidates lose marks by neglecting the instructions on the covers of the books, which direct that detailed calculations should be given in their proper place as part of the proof to which they belong, and not placed at one side or struck out with the pen. In cases where candidates are directed to answer two out of the five questions, it is found that in certain schools nearly all the candidates answer three or more questions. In future such a practice will lead to loss of marks.

LOWER GRADE.

Geometry and Geometrical Drawing generally satisfactory.

"I.—In this paper, which consisted of questions on Geometry and Geometrical Drawing, the general character of the work was satisfactory. As a rule, the bookwork was well known, and the easier riders were successfully solved. Geometrical constructions were generally well done, but angles were sometimes made with the protractor, when a geometrical construction was asked. Definitions were seldom well given, and in many cases a tendency to loose and unsatisfactory reasoning was shown, assumptions being made without any reference to the propositions by which they are established. As Euclid's order is not now insisted on, it is more than ever necessary that candidates should show clearly on what basis their proofs are founded.

Algebra.

"II.—On the whole the work was satisfactory, showing a grasp of the principles of elementary Algebra, and written with care and neatness. Graphs were generally well constructed, but hardly any of those who tried the thermometer graph gave any reason for assuming it to be a straight line. Weakness was sometimes shown in the arithmetical results, some candidates not being able to extract square roots, or to give an answer correct to a certain degree of approximation. Solutions of quadratic equations by formula still occur in several schools, with, in many cases, very unsatisfactory results. Proofs of identities were seldom logically arranged. In a simultaneous equation, the pairs of values of the roots were seldom properly coupled.

Some weaknesses.

Paper somewhat difficult, but work, as a whole, good.

"III.—This paper proved more difficult than had been anticipated—a circumstance for which due allowance was made in assessing the results. The work was as a whole good, but in many cases the candidates failed to grasp the full meaning of the questions, or neglected to give the answer in the form asked. The necessary explanation of each step was too often omitted, and in some cases the arrangement was confused and even unintelligible. Decimal fractions were often unnecessarily reduced to vulgar forms. The metric system is becoming better understood.

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Higher Grade.

'I.—Great care has been taken to teach the candidates to draw geometrical figures accurately, but the knowledge of geometrical reasoning is not so satisfactory. In many cases candidates, instead of giving the proofs asked, stated that they followed from 'standard theorems.' This was especially the case in answering questions on the concurrence of straight lines. In some cases it appeared as if the very accuracy of the figures had caused the candidate to overlook the necessity for geometrical proof as apart from verification by drawing. Figures accurate, but reasoning not so satisfactory.

"II.—The work showed signs of careful preparation, and was as a rule of satisfactory merit. The bookwork, however, was frequently less well done than the examples. The question on graphs was generally well answered. In the question on mensuration, errors were often due to forgetting that solids have three dimensions, or to ignorance of the expression for the volume of a sphere. In simplification, errors were often due to omission to collect like terms and simplify the expression as far as possible at each step. The style was generally neat and orderly. Careful preparation. Some weaknesses.

"III.—A very considerable proportion of the candidates showed a satisfactory knowledge of elementary trigonometry, indicating that the instruction is in general sound and intelligent. The work was as a whole neatly written, and illustrated by satisfactory diagrams. Weakness was often shown in answers to questions on bookwork, owing to a deficiency in clear explanation and in the definition of the symbols employed. The graphical work had also various defects. Verification diagrams were frequently too small and without sufficient explanation. Many candidates failed to observe that a table of tangents is also a table of co-tangents. Where the graph was well drawn, it was often incorrectly read. It should be noticed that angles cannot be read with the protractor nearer than half degrees but that lengths on squared paper may be read to hundredths of an inch. Instruction sound and intelligent. Some defects.

Honours.

"*Geometry.*—Most of the candidates showed by their answers that they had read the work prescribed for the examination, and several schools had evidently taken pains to ascertain that their pupils were fit to be presented; other schools sent in candidates so unfitted that some of them appeared to think that the product of line segments was the same as the sum. The diagrams were in some cases careless, in others very good, and in a few instances unnecessarily elaborate. A common and serious fault was to assume as a previous theorem the main part of the proposition whose proof was asked. Work not uniformly good.

"*Algebra.*—On the whole, very good knowledge of the subject was shown, and the questions were as a rule answered in good style, the reasoning well arranged, and the writing very fair. In some cases, however, the answers were marred by a lack of careful attention to detail. Work very fair.

"*Trigonometry.*—A minority of the candidates showed a good grasp of the subject, obtaining more than half marks. The majority, however, possessed only an elementary knowledge of trigonometry, and showed great weakness in dealing with exponentials and graphs. In many cases candidates who attempted (sometimes successfully) to solve the harder riders, failed altogether in the easier bookwork questions, showing that their reading has been too rapid, and had not been accompanied by sufficient revision of the earlier parts of the subject. There were also candidates who appeared to be wholly out of their depth, and wrote out answers without any logical sequence or any sufficient knowledge of trigonometry, some of them not appearing to have any notion of an angle greater than 180. Some unsatisfactory features.

Additional Subjects.

"*Elements of Dynamics.*—The work was on the whole good and appeared to indicate a general advance in the efficiency of the instruction. A large Work, on the whole, good.

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proportion of the candidates, however, failed to give a clear statement of the parallelogram of forces, and comparatively few made use of the squared paper to draw an accurate diagram of velocities. There was also a frequent lack of exactitude and completeness in the answers in which explanation was required.

Work, as a whole, of fair merit.

"*Geometrical Conics.*—The work was as a whole of fair merit, and several candidates showed a highly creditable knowledge of the subject. When the demonstrations were really understood, they were written out in a complete and lucid manner, but in some cases there was evidence that the meaning of the proposition was only vaguely seen. Vagueness was also a common fault in definitions, and the figures were not so good as in the geometry papers, being frequently out of proportion, and sometimes unintelligible.

Work good.

"*Analytical Geometry.*—A satisfactory knowledge of the principles of the subject was shown, the style was in general careful, and good solutions of the problems were sometimes deduced from carefully drawn figures. The chief defect was the omission to state the geometrical reasons for the analytical steps.

Satisfactory in the majority of cases.

"*Higher Dynamics.*—One or two schools sent up very poorly prepared candidates, but in the majority of cases the work was of satisfactory character as regards attainment, style and accuracy. Some of the papers contained very pleasing results, giving clear indications of careful and interesting lessons. In certain cases, however, the reasoning employed was of a character hardly suited to schoolboys, and as a result looseness was shown both in phrase and thought. Questions in Kinematics and Kinetics were better answered than those on Statics,—in these the explanations were badly expressed, or marred by omissions. In Hydrostatics the principles appeared to be understood, but careless mistakes often occurred."

SCIENCE.

Satisfactory progress.

Experimental Science continues to be developed on sound and well-considered lines. In both Secondary and Intermediate Schools the course at present being followed embraces, as a rule:—(1) Measurements of length, area, and volume; (2) Elements of (*a*) Hydrostatics, (*b*) Heat, and (*c*) Light; (3) Elementary Chemistry. Where more than three hours a week are given to the subject, or where the curriculum includes a fourth year of study, Magnetism and Electricity are usually taken up. Too often, however, these later studies appear to be entered upon with insufficient mathematical knowledge and without the necessary preliminary practical acquaintance with Dynamics upon which they are so largely dependent. The result of this is never satisfactory.

Pupils often insufficiently prepared for later studies.

Correlation between Mathematics and Experimental Science.

A close correlation between Mathematics and Experimental Science is being generally maintained. Some parts of the earlier work in Science, *e.g.*, measurements of length and area, are now commonly dealt with in the Mathematical class-room, so that the necessity for their continuance in the Laboratory is steadily diminishing. Nor is this the only direction in which the time given to Science is really time spent on Mathematics. The calculations which are necessary in connection with the various experiments furnish admirable practice in securing expertness and accuracy in Arithmetic. The opportunity afforded for acquiring familiarity with decimals is a specially conspicuous advantage.

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In a few of the schools an attempt is made to cover rather more ground than the number of hours allotted to the subject would warrant. Fuller experience may be expected to remedy this. Inadequate discussion of experimental exercises is another defect which has to be watched carefully. I may quote from one of our Inspectors a warning which those concerned would do well to lay to heart.

Inadequate discussion of exercises.

"Unless frequent occasions are afforded for conference on class results, divergences, and conclusions, the work is apt to degenerate into a series of more or less isolated operations in which the pupils are found not only lacking in their grasp of the subjects of study, but deficient in their knowledge of the units they are using and in their understanding of the constants they have determined."

It would also be well if, in addition to more frequent discussion of individual experiments, periodical "reviews" of the experimental work were entered in the record books, to be in turn discussed, so that the pupils might acquire a more comprehensive idea of the meaning of series of connected experiments

The laboratories in Secondary and Intermediate Schools are, in most cases, convenient, well-furnished, and reasonably equipped. Taken all over, the teachers are well-qualified. The chief thing lacking is an adequate discipline in experimental work and in the use of instruments. The summer course of instruction at the Glasgow and West of Scotland Technical College was primarily intended to remedy this defect, and it has been exceedingly useful to many.

Provision of laboratories satisfactory in most cases.

The number of pupils presented for passes in Science at the Leaving Certificate Examination again shows an increase. The percentage of successful candidates also rises steadily, and that without any lowering of the minimum standard. Headmasters and teachers are realising more fully their responsibility in the matter of presentation. It is very gratifying to find that in the case of almost exactly one half of the whole number of schools the Examiners were able to accept the teacher's list without any modification whatever. In a further large proportion only one or two pupils who had been considered doubtful by the teachers were rejected. Regarding the character of the work the Chief Examiner reports that he has nothing new to say. Progress is steady, though slow. Practical work is generally better than theoretical, pointing to the need of more frequent discussion. A very large number of candidates for the Intermediate Certificate were put forward for "approval" in Science. In the great majority of cases they were accepted

Increase in number of presentations.

Result gratifying

Drawing.

With respect to the advance in Drawing several of our Inspectors report in terms that border on enthusiasm. It is beyond doubt that the general quality of the work is steadily improving all over Scotland, and the increasing favour with which the subject is being regarded by Managers and by others who formerly

Marked advance.

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inclined to treat it with indifference, shows how thoroughly its educational side is being developed. Old-fashioned methods are rapidly becoming obsolete. Interest in the work is growing, and the pupils show a better appreciation of the form, texture, light and shade, and colour of the things they study. The wisdom of giving full freedom to the teachers has been amply vindicated. We must be careful lest they forge themselves fresh chains.

Old-fashioned methods dying out.

Results very satisfactory. Report by Chief Examiner.

The results of the Leaving Certificate Examination have been very satisfactory, as will be evident from the Chief Examiner's report. It touches on so many points of interest that it seems desirable to print it *in extenso* :

Increase in number of schools presenting candidates.

"The number of schools presenting candidates in Drawing, as well as the total number of candidates actually presented, again shows a considerable increase over the corresponding figures for the previous year. The work all over gives the impression of a steady advance both in intention and execution. The teachers, too, are rising to a better sense of their responsibility in the selection of candidates, although in some cases there is still a tendency to throw on the Examiners the onus of rejecting even obviously weak candidates. This tendency, however, is fast disappearing in the light of a better understanding of the nature and purpose of the examination.

Steady advance.

Increased percentage of passes.

"In support of this, it is highly gratifying to record a greatly increased percentage of successes in the examination this year. Although other causes may have had their influence, this increase is no doubt mainly due to the general improvement in the work and to the more careful selection of candidates by the teachers.

Development of Drawing Instruction.

"The conception of Drawing, especially in the better-equipped schools, has broadened considerably, but even in smaller schools where the opportunities are much less favourable, a welcome improvement in this direction is noticeable. Teachers and scholars alike are no longer content with a mere outline representation, or an outline drawing lightly shaded, formerly the main objectives in many schools, but are impelled to seek the greater truth through a rendering in full tone or tone and colour in relation to environment. In schools where the drawing instruction is not in the hands of a specially trained art master, this is no doubt somewhat difficult to attain, but in quite a number of cases the examination in drawing for Leaving Certificates has been the means of showing the way.

Object Drawing.

"The largely increased use of backgrounds for single objects and groups, and for flower studies as well, has been of much service in bringing about a greater faithfulness in the representation of objects both natural and fashioned. The selection and grouping of objects for representation show a marked improvement this year. Objects better in form and colour are finding their way into the schools, there is less incongruous grouping of the subjects of study, and harmony in the colour schemes is being sought for. In a number of cases, however, the value of this is hardly sufficiently recognised.

"Tone and colour studies of windows, doorways, roofs, parts of classrooms, corridors, and staircases, and other interior and exterior studies, are being included in the work of a number of schools with great advantage. An increase in this type of representational work would be welcome.

Nature Drawing.

"In Nature representation the colour silhouette has largely disappeared, and the flat wash of colour over a shaded pencil drawing is less in evidence than formerly. Genuine tone and colour studies have, to a large extent, taken the places of these less satisfactory methods of colour representation. In a few schools progressive Nature drawing, and the systematic observation and recording of plant and animal growth, have been made subjects of special studies, with interesting results.

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"Modelling in clay and casting from the clay models made, are professed in a number of schools, and the work is gaining in quality; but study of form through this valuable medium should be more in evidence than it is. Probably the limited facilities for modelling afforded in most schools account for its being so little practised. Clay Modelling.

"The work done under the head of applied design shows steady improvement, and the designs carried out in the actual materials reach a higher standard, both in conception and execution, than ever before. Designs for embroidery, lace-making, woodwork, stencilling, and other suitable processes, planned by pupils in the art rooms, have been successfully realised by them in the needlework and manual instruction departments in some of the better equipped schools. A healthy correlation between the art instruction and the work done in other departments of these schools is thus being established and maintained. In some schools a genuine feeling for the craft of embroidery is being fostered. Design.

"The number of pupils who, having already passed in Drawing for the Leaving Certificate, were presented for endorsement of their certificates, has more than doubled since last year. The kind of work done is considerably varied, but in a good many cases candidates have confined themselves to a continuation of their former work, carrying their representations considerably nearer to completeness. Well realised tone studies in black and white and in colour have thus formed a considerable part of the endorsement candidates' work, but a number of applied designs executed in the actual materials, detailed botanical drawings, castings from clay models, and other studies, were also put forward. Increase in number of passes. Continuation of Studies.

"The general character of the endorsement work is on quite a high level, and the bulk of the portfolios contain many excellent studies, but there is room for further development of the work on this plane. For some of the examination tests the endorsement candidates were asked to select and arrange their own groups for representation. In the schools this principle should be extended to all endorsement students, and where practicable, to others who have not yet reached that stage. In the case of prospective teachers, it is specially important."

Commercial Subjects.

Commercial French and Commercial German.

The results of the papers set in these subjects proved once more to be disappointing, In Commercial French the defects pointed out in previous years were again apparent. The Composition showed a lack of neatness and commercial style, whilst grammatical errors were frequent. It was evident from the translation of the market report that the candidates were unacquainted with many ordinary English business terms. The work of the pupils presented in Commercial German was on the whole more satisfactory. Their Composition, though not free from grammatical errors, indicated that they possessed some knowledge of German commercial phraseology. Here too, however, ignorance of everyday English business expressions was common. Results again disappointing.

Book-keeping.

The majority of the candidates showed a good knowledge of elementary book-keeping. The use of the Cash Book, Invoice Book, Day Book, and Ledger was generally well understood, mistakes being caused more by want of thought than by want Knowledge of elementary principles satisfactory.

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of knowledge. In the Ledger, many candidates still post entries direct to the Profit and Loss account, instead of to separate accounts for the different classes of income and expenditure. The treatment of the Journal was less satisfactory, many omitting the opening entries, and a majority omitting the closing entries. The explanatory narrative, which is an essential part of a correct journal entry, was omitted in nearly every case. As a rule the Profit and Loss account and the Balance Sheet were well framed.

Commercial Arithmetic.

Work very fair on the whole.

The first paper was very fairly worked on the whole, but it was curious to observe that candidates, who gave correct answers to percentages and other questions requiring some consideration, often made mistakes in addition and multiplication. In the second paper the more ordinary arithmetic problems were well worked out, including questions dealing with stocks and the decimalisation of parts of a pound; but few gave correct answers to a question involving knowledge of the Metric System, or to the question on equalisation of payments. The question on the gold currency was answered frequently in a confused and sometimes in a grotesque manner, but the essential principle seemed to be understood.

Reference to Tables.

In accordance with the usual custom, Statistical Tables are appended to this Report, providing a concise view of the manner in which the various funds available for the support of Higher Education have been administered during the past year.

Proposal to alter date of Written Examination.

As Your Lordships are aware the desirability of altering the date of the written portion of the Leaving Certificate Examination is at present under consideration. The development of the system imperatively demands longer time for deliberation before the final results are reached. It may be objected that this will curtail the opportunity for spasmodic effort at the close of the session. The force of that objection will disappear as soon as it is realised that what we now aim at is to secure, with the aid of the school authorities, a reasoned verdict on the pupil's whole career. In the event of its being found advisable to carry out the change in 1907, an announcement as to the decision arrived at will be made at the earliest possible moment.

I have the honour to be, &c.,

J. Struthers.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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TABLES.

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1904-

Statements of Income, Expenditure, and Liabilities of Secondary Schools sharing in School

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	IN			
		Balance (if in hand).	Contributions payable from Common Gen. of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	2,907 4 6
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,168 19 10
3	Arbroath High School	—	75 0 0	290 0 0	787 4 11
4	Ayr Academy	—	95 0 0	95 7 0	2,028 9 5
5	Brechin High School	21 7 4	30 0 0	—	377 2 3
6	Callander, McLaren High Schoo	—	—	375 0 0	—
7	Dumfries Academy	287 11 8	140 0 0	131 11 6	1,620 11 9
8	Dunfermline High School	495 15 10	130 16 8	—	1,071 16 0
9	Duns, Berwickshire High School	50 0 11	—	—	240 1 7
10	Edinburgh, Royal High School	—	836 18 2	17 13 7	2,157 0 0
11	Elgin Academy	—	131 0 4	25 5 0	449 13 5
12	Falkirk High School	—	—	100 0 0	298 19 10
13	Forfar Academy	—	200 0 0	169 17 11	197 7 6
14	Galashiels Academy	48 6 6	—	—	288 11 2
15	Glasgow High School	—	570 0 0	—	5,623 0 8
16	Glasgow High School for Girls	—	—	—	4,439 10 10
17	Govan, Hillhead School	—	—	—	771 9 5
18	Greenock Academy	390 14 1	145 0 0	43 8 4	2,080 15 0
19	Haddington, Knox Institute	179 15 4	42 16 6	77 0 0	412 17 1
20	Hamilton Academy	107 19 0	—	49 2 8	1,200 7 1
21	Irvine Royal Academy	10 2 10	115 0 0	—	1,167 2 8
22	Kelso High School	—	—	—	512 11 6
23	Kirkcaldy High School	276 12 10	114 0 0	198 16 4	812 2 9
24	Kirkcudbright Academy	—	224 9 2	200 0 0	190 13 6
25	Linlithgow Academy	54 11 10	—	59 8 3	326 6 0
26	Montrose Academy	176 8 10	180 0 0	67 9 1	1,002 2 8
27	North Berwick High School	127 19 10	—	—	89 1 9
28	Paisley Grammar School	500 12 9	60 0 0	119 12 6	1,566 9 2
29	Peebles High School	—	100 0 0	—	193 10 9
30	Perth Academy	—	271 14 0	158 15 0	2,306 8 0
31	Stirling High School	—	226 17 4	508 15 4	2,218 18 1
32	Stranraer High School	250 15 0	145 0 0	—	402 7 0
	Carried forward . .	2,969 3 7	4,337 16 4	2,851 2 6	39,908 16 1

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1905.

the Grant under the Minute of 27th April, 1899, in respect of the last Financial or Year.

OME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	750 0 0	164 18 8	2,363 7 6	—	—	72 6 7	6,342 5 7	1
500 0 0	750 0 0	330 4 0	2,571 9 9	675 0 0	—	73 14 9	7,653 4 2	2
250 0 0	750 0 0	288 15 0	701 3 3	—	—	—	3,142 3 2	3
497 17 6	600 0 0	—	989 1 11	—	—	215 1 3	4,520 17 1	4
250 0 0	600 0 0	170 18 1	360 0 0	—	—	40 0 0	1,849 7 8	5
135 18 9	350 0 0	84 4 10	124 11 8	—	—	—	1,069 15 3	6
102 0 0	750 0 0	250 3 7	801 18 11	—	—	17 7 0	4,101 4 5	7
380 0 0	700 0 0	702 9 1	100 0 0	—	—	76 13 7	3,657 11 2	8
1,000 0 0	350 0 0	127 10 5	—	—	—	13 10 4	1,786 12 3	9
850 0 0	600 0 0	81 14 2	3,328 17 6	—	—	—	7,872 3 5	10
285 0 0	550 0 0	112 2 5	608 14 10	—	—	6 9 8	2,168 5 3	11
550 0 0	750 0 0	373 18 9	1,371 6 2	—	—	—	3,444 4 9	12
250 0 0	500 0 0	294 13 6	160 15 5	—	—	—	1,772 14 4	13
218 5 4	350 0 0	—	106 18 0	—	—	—	1,012 1 0	14
1,600 0 0	750 0 0	79 2 9	5,011 2 9	—	—	1 12 6	13,634 18 3	15
380 0 0	600 0 0	—	2,899 16 10	—	—	—	8,819 7 3	16
1,072 10 0	600 0 0	91 9 7	992 16 4	—	—	—	3,528 5 4	17
650 0 0	750 0 0	303 19 4	978 4 10			—	5,382 1 7	18
100 0 0	350 0 0	105 12 4	232 19 11	—	14 17 0	510 5 2	2,026 3 4	19
650 0 0	700 0 0	496 16 4	655 2 8	—	—	100 0 0	3,949 7 9	20
246 16 11	750 0 0	489 10 5	718 9 7	—	13 7	3 19 6	3,501 15 6	21
557 13 10	350 0 0	7 7 3	94 13 4	—	—	3 0 1	1,525 6 0	22
319 15 6	500 0 0	267 14 11	498 11 0	—	2 11 6	79 18 6	3,070 3 4	23
260 0 0	400 0 0	103 17 4	71 1 2	—	—	26 0 2	1,476 1 4	24
410 0 0	600 0 0	117 9 6	412 3 11	—	—	100 10 1	2,080 9 7	25
270 0 0	750 0 0	546 8 9	503 19 7	—	4 11 4	186 0 0	3,687 0 3	26
100 0 0	350 0 0	104 0 3	402 10 2	—	1 6 0	—	1,174 18 0	27
1,400 0 0	750 0 0	460 17 8	1,858 16 3	—	38 16 0	750 0 0	7,505 4 4	28
499 0 1	450 0 0	173 16 10	538 2 1	—	17 3	7 12 6	1,962 19 6	29
486 0 0	750 0 0	929 8 7	1,189 13 11	—	—	188 3 2	6,280 2 3	30
450 0 0	750 0 0	606 3 2	695 0 10	—	—	334 6 11	5,790 1 3	31
215 0 0	350 0 0	66 14 9	†180 0 0	—	—	—	1,609 16 0	32
15,935 17 11	18,850 0 0	7,922 2 3	31,521 10 1	675 0 0	63 12 8	2,811 11 9	127,846 13 2	

† This sum represents contributions from six parishes.

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No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College ..	—	—	27 8 4	4,100 4 0
34	Anstruther, Waid Academy	—	—	357 16 1	302 0 0
35	Beith, Spier's School	127 19 2	—	1,212 13 9	419 5 0
36	Crieff, Morrison's Academy	509 3 8	—	946 4 9	1,267 4 9
37	Cupar, Bell Baxter School	92 11 2	—	482 1 1	606 18 1
38	Dollar Institution	—	—	1,632 9 8	1,890 16 8
39	Dundee High School	—	500 0 0	1,160 10 6	3,100 19 6
40	Edinburgh, Daniel Stewart's College ..	—	—	3,364 18 6	2,942 13 0
41	Edinburgh, George Watson's Boys' College	—	—	7,278 12 9	8,489 4 0
42	Edinburgh, George Watson's Ladies' College	—	—	6,732 17 5	7,437 1 3
43	Edinburgh Ladies' College	—	—	4,256 6 6	7,776 0 6
44	Glasgow, Allan Glen's School	54 3 4	—	850 0 0	2,185 13 0
45	Glasgow, Hutcheson's Boys' Grammar School	—	—	3,283 10 5	499 9 3
46	Glasgow, Hutcheson's Girls' Grammar School	3,183 5 7	—	3,283 10 4	1,035 9 9
47	Glasgow, St. Aloysius College	—	—	—	585 19 6
48	Inverness Royal Academy	—	—	1,078 6 11	1,154 2 0
49	Nairn, Rose's Academical Institution ..	—	—	76 14 2	173 6 1
50	Newton Stewart, Douglas and Ewart High Schools.	—	—	702 8 11	360 11 0
51	Perth, Sharp's Institution	—	—	493 8 8	456 15 10
52	St. Andrews Madras College	—	—	682 19 7	1,010 13 10
53	Selkirk High School	†176 11 5	—	191 2 4	116 9 2
54	Stonehaven, Mackie Academy	551 0 7	—	247 17 8	641 9 9
55	Tain Royal Academy	509 19 11	25 0 0	337 8 7	371 2 3
	Total -	5,204 14 10	525 0 0	38,689 6 11	46,931 8 2½
	Brought forward from previous page ..	2,969 3 7	4,192 16 4	2,851 2 6	39,908 16 1
	GRAND TOTAL	8,173 18 5	4,717 16 4	41,531 9 5	86,840 4 3½

† This includes £65 8s. 1d. from Building Fund Account.

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ORME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department, under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
580 0 0	750 0 0	2,275 0 0	—	—	—	—	7,658 12 4½	33
200 0 0	350 0 0	124 11 10	—	—	2 9 11	—	1,396 17 10	34
62 0 0	350 0 0	—	—	—	—	—	2,171 17 11	35
285 0 0	450 0 0	—	—	—	—	—	3,457 13 2	36
280 0 0	350 0 0	—	—	—	6 0 1	5 16 7	1,806 7 0	37
150 0 0	750 0 0	350 17 11	—	—	—	114 11 5	4,888 15 8	38
945 13 3	750 0 0	607 17 3	—	—	—	414 12 0½	7,479 12 6½	39
200 0 0	600 0 0	—	—	—	—	—	7,107 11 6	40
200 0 0	750 0 0	181 15 0	—	—	—	—	16,899 11 9	41
350 0 0	650 0 0	82 11 4	—	—	—	—	15,252 10 0	42
650 0 0	750 0 0	136 14 3	—	—	—	—	13,569 1 3	43
600 0 0	750 0 0	2,740 14 2	—	—	—	88 10 0	7,269 0 6	44
300 0	500 0 0	—	—	—	27 4 9	—	4,610 4 5	45
300 0 0	650 0 0	—	-	—	27 4 8	—	8,479 10 4	46
295 10 0	350 0 0	105 6 0	—	—	—	706 3 7	2,042 19 1	47
100 0 0	500 0 0	139 13 5	—	—	—	—	2,972 2 4	48
400 0 0	350 0 0	64 0 5	—	—	—	279 13 0	1,343 13 8	49
315 0 0	450 0 0	438 15 6	—	—	—	—	2,266 15 5	50
256 0 0	400 0 0	626 18 0	—	—	—	—	2,233 2 6	51
250 0 0	350 0 0	229 18 8	—	—	—	—	2,533 12 1	52
112 19 8	350 0 0	34 11 6	—	—	—	238 0 0	1,219 14 1	53
360 0 0	350 0 0	294 6 3	—	—	19 1 2	5 0	2,464 0 5	54
—	350 0 0	342 15 5	—	—	—	—	1,936 6 2	55
7,162 2 11	11,950 0 0	8,776 6 11	—	—	82 0 7	1,847 11 7½	121,059 12 0	
16,080 17 11	18,850 0 0	7,922 2 3	31,521 10 1	675 0 0	63 12 8	2,811 11 9	127,846 13 2	
23,243 0 10	30,700 0 0	16,698 9 2	31,521 10 1	675 0 0	145 13 3	4,659 3 4½	248,906 5 2	

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TABL

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	EXPEN						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interes Loa
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s
1	Aberdeen Girls' High School	607 19 2	4,824 16 0	406 8 2	183 0 11	498 6 5	294 19 3	730 1
2	Aberdeen Grammar School ..	2,740 4 10	5,018 16 6	201 5 3	209 3 6	322 2 3	222 16 6	270 1
3	Arbroath High School ..	495 12 6	1,883 13 3	—	60 10 10	102 11 0	6 5 6	331 1
4	Ayr Academy	356 10 5	3,280 18 5	—	96 17 8	112 0 9	494 17 11	149 1
5	Brechin High School ..	—	1,385 0 10	—	116 3 5	42 5 10	36 12 0	98
6	Callander, McLaren High School	145 18 1	650 8 4	—	73 2 11	40 10 3	15 6 3	64 16
7	Dumfries Academy ..	—	3,525 7 0	—	95 4 4	163 5 9	116 17 3	445 18
8	Dunfermline High School ..	—	2,220 1 6	—	129 18 7	237 2 0	150 4 4	—
9	Duns, Berwickshire High School	—	1,111 1 0	30 0 0	171 7 0	68 9 6	10 5 5	12 7
10	Edinburgh Royal High School	—	5,766 7 7	—	103 15 1	305 19 7	287 8 11	245 13
11	Elgin Academy	54 18 6	1,296 9 11	9 2 11	40 13 1	91 11 9	13 3 2	149 13
12	Falkirk High School ..	170 13 8	1,968 13 6	—	84 7 2	124 19 4	18 3 7	421 14
13	Forfar Academy	95 14 3	1,224 7 4	—	89 10 6	69 13 4	15 0	50 0
14	Galashiels Academy ..	—	756 2 4	—	39 9 5	32 19 0	20 8 4	5 15
15	Glasgow High School ..	—	9,213 11 5	—	213 17 2	429 13 8	692 19 0	1,159 13
16	Glasgow High School for Girls	—	5,805 16 6	—	98 18 2	398 8 5	559 17 6	810 16
17	Govan, Hillhead School ..	—	2,718 18 4	130 0 0	95 13 3	100 0 0	15 0 0	152 0
18	Greenock Academy ..	—	3,461 18 11	—	100 4 6	147 16 10	102 14 3	209 8
19	Haddington, Knox Institute	—	921 5 0	604 16 7	70 8 2	79 15 0	55 7 6	70 17
20	Hamilton Academy ..	—	3,065 0 8	—	126 11 3	258 6 10	149 4 9	20 2
21	Irvine Royal Academy ..	—	2,187 0 8	—	66 14 8	112 10 0	282 8 8	465 11
22	Kelso High School .	5 2	1,287 16 8	—	31 1 3	70 4 0	11 6 6	40 7
23	Kirkcaldy High School ..	—	1,814 9 2	—	243 3 4	197 4 6	163 10 3	—
24	Kirkcudbright Academy ..	—	1,197 13 1	—	24 0 1	36 12 3	46 1 7	53 19
25	Linlithgow Academy ..	—	1,123 0 7	53 8 0	140 5 9	135 8 2	92 4 6	239 13
26	Montrose Academy ..	—	2,290 13 4	87 19 0	297 2 10	160 16 9	55 15 11	132 3
27	North Berwick High School	—	710 14 8	—	24 11 3	34 5 4	15 17 11	125 5
28	Paisley Grammar School ..	—	3,500 4 3	497 0 0	62 3 3	387 1 6	297 6 5	465 17
29	Peebles High School ..	279 18 11	1,098 16 8	—	45 16 8	131 11 0	8 10 5	161 16
30	Perth Academy	1,574 4 9	4,250 18 10	—	194 3 2	295 1 7	121 19 1	247 0
31	Stirling High School ..	184 2 8	3,307 1 6	—	167 16 4	253 6 5	359 11 2	110 1
32	Stranraer High School ..	—	1,078 10 0	—	55 11 4	43 9 3	7 17 9	—
	Carried forward ..	6,706 2 11	83,295 14 2	2,019 19 11	3,551 6 10	5,523 8 8	4,725 16 7	7,492 5

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—*Continued*

ITURE.						BALANCE.				
Repayment of Loans.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
494 10 0	165 10 6	1 10 0	51 6 7	63 1 5	7,822 5 1	—	979 19 6	1 6	3,051	1
236 7 2	166 0 4	6 17 3	51 5 10	196 13 10	9,692 9 10	—	2,089 5 8			2
346 15 0	109 8 2	16 8 2	21 10 9	167 10 2	3,492 0 4	—	349 17 2	1 1⅛	325	3
247 1 8	80 17 2	33 13 6	51 11 7	263 7 11	5,167 15 0	—	646 17 11	10½	595	4
93 0 0	28 10 0	4 7 10	4 0 2	5 9 1	1,763 16 10	85 10 10	—	1 3	122	5
59 15 8	41 18 3	—	10 6 3	20 1 1	1,122 3 1	—	52 7 10	9½	80	6
356 0 0	74 1 2	10 16 3	42 6 4	80 13 2	4,910 10 2	—	809 5 9	1 2	240	7
—	75 2 5	5 4 0	21 18 11	72 0 0	2,911 11 9	745 19 5	—	1 2	297	8
136 19 5	24 16 6	10 0	24 7 11	123 19 2	1,714 2 11	72 9 4	—	6½	85	9
368 10 11	306 4 8	2 [illegible] 0	89 9 0	397 0 5	7,872 3 5	—	—	10½	11,000	10
167 17 9	90 14 10	—	45 17 10	25 5 0	1,985 8 3	182 17 5	—	1 1	134	11
298 18 0	109 5 10	1 11 0	14 9 10	24 1 9	3,236 18 2	207 6 7	—	1 11	444	12
110 0 0	11 7 8	1 7 3	8 5 0	16 15 8	1,677 16 5	94 17 11	—	—	139	13
17 15 4	17 3 9	—	19 13 6	14 4 10	923 11 9	88 9 3	—	1 2½	184	14
1,130 0 0	583 9 7	7 7 6	221 18 1	32 9 3	13,634 18 8	—	—	1 1	13,882	15
760 0 0	274 15 1	14 2 1	66 13 11	30 0 0	8,819 7 8	—	—			16
212 0 0	100 0 0	4 13 9	—	—	3,528 5 4	—	—	1 0½	4,620	17
185 14 6	152 11 1	—	65 16 2	217 18 0	4,644 3 0	687 18 7	—	10½	1,400	18
58 9 0	52 2 0	—	19 8 6	68 13 0	1,996 2 7	30 0 9	—	1 3	65	19
33 6 8	82 15 0	2 19 6	21 7 7	81 14 3	3,841 9 0	107 18 9	—	1 7½	322	20
252 0 6	22 16 0	3 3 0	23 0 4	100 0 0	3,465 5 5	36 10 1	—	—	113	21
54 6 0	33 4 1	—	25 18 9	37 15 7	1,597 5 4	—	71 19 4	9	99	22
—	140 6 3	—	24 12 7	101 7 10	2,684 18 11	385 9 5	—	1 0	390	23
64 0 0	8 16 1	—	8 3 3	36 16 0	1,476 1 4	—	—	8½	75	24
175 3 0	58 8 4	—	19 11 6	36 14 7	2,073 17 5	6 12 2	—	1 1½	123	25
251 0 0	66 7 9	—	43 6 1	134 14 9	3,570 0 1	117 0 2	—	1 4	193	26
144 10 0	25 19 3	—	9 6 0	32 3 7	1,122 13 10	52 4 2	—	9½	145	27
382 12 0	191 19 11	15 15 6	24 7 7	75 14 7	5,899 15 1	1,605 9 3	—	11 7/8	1,216	28
111 5 10	35 5 9	1 0 0	18 1 6	15 3 11	1,957 6 11	5 12 7	—	1 5	135	29
416 0 0	158 17 5	11 2 4	53 1 3	394 4 7	7,706 13 7	—	1,426 10 11	1 3	722	30
159 16 3	80 5 11	12 3 0	28 7 2	164 7 2	4,826 18 10	963 2 10	—	1 0½	390	31
—	34 8 6	10 19 4	25 14 1	45 17 6	1,302 7 9	307 9 0	—	†	†	32
7,373 14 8	3,357 2 3	168 5 3	1,155 4 3	3,070 18 1	128,439 18 9	5,782 18 6	6,376 4 1	—	—	

† See footnote on page 921.

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No.	NAME OF SCHOOL (*Under the Management of Authorities other than School Boards*).	EXPEN						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest on Loans
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
33	Aberdeen, Robert Gordon's College	—	5,662 7 0	—	139 9 0½	332 0 8	130 2 1	187 8
34	Anstruther, Waid Academy..	24 3 4	890 11 8	—	34 0 8½	33 4 5	84 11 11	—
35	Beith, Spier's School	—	1,223 7 6	—	23 19 4	61 6 4	139 11 7	—
36	Crieff, Morrison's Academy ..	—	2,366 0 3	—	60 3 7	70 14 5	149 14 10	—
37	Cupar, Bell Baxter School ..	—	1,383 15 2	—	66 9 9	58 7 3	25 14 1	—
38	Dollar Institution	593 19 6	3,032 15 4	—	290 14 10	108 0 0	319 19 5	—
39	Dundee High School	4,141 18 8½	5,323 6 2	—	147 12 1½	291 19 9	115 18 9	193 18
40	Edinburgh, Daniel Stewart's College	—	4,254 15 8	—	69 18 3	206 8 11	280 11 10	—
41	Edinburgh, George Watson's Boy's College	—	10,162 7 11	655 6 2	208 6 8	331 15 1	727 13 0	—
42	Edinburgh, George Watson's Ladies' College	—	7,646 7 5	2,863 17 3	130 0 4	234 7 0	662 1 1	—
43	Edinburgh Ladies' College ..	—	3,352 11 6	—	120 5 10	443 6 7	261 7 0	—
44	Glasgow, Allan Glen's School	—	4,361 9 0	—	687 19 5	426 7 3	190 2 4	202 4 1
45	Glasgow, Hutcheson's Boys' Grammar School ..	754 10 1	2,735 7 0	—	223 0 2	169 5 1	144 15 2	—
46	Glasgow, Hutcheson's Girls' Grammar School ..	—	3,131 17 0	—	278 1 9	152 10 9	180 18 2	—
47	Glasgow, St. Aloysius College	—	1,307 18 0	—	231 6 5	61 5 0	84 4 1	36 0
48	Inverness, Royal Academy ..	2,792 0 3	2,060 0 0	—	39 11 4	107 4 6	20 19 3	—
49	Nairn, Rose's Academical Institution	271 16 0	730 0 2	—	9 13 6	38 11 7	25 6 2	—
50	Newton Stewart, Douglas and Ewart High Schools..	230 5 6	1,437 13 7	—	37 1 1	79 7 11	237 1 7	—
51	Perth, Sharp's Institution ..	212 12 4½	1,330 0 0	—	55 10 1	123 7 7	34 11 3	—
52	St. Andrews, Madras College	184 6 10½	2,177 12 4	—	39 5 5	91 1 9	65 2 11	—
53	Selkirk High School ..	—	587 13 4	271 17 2	22 9 7	37 4 0½	4 11 10	50 13
54	Stonehaven, Mackie Academy	—	1,197 7 6	—	75 4 8	63 6 9	86 0 3	37 19 11
55	Tain Royal Academy ..	—	1,085 0 0	—	20 3 8	26 16 11	10 8 0	—
	Total	9,205 13 0½	72,890 8 6	3,791 0 7	3,005 7 6½	3,597 19 6½	4,080 17 7	708 5 1
	Brought forward from previous page ..	6,706 2 11	83,295 14 2	2,019 19 11	3,551 6 10	5,523 8 8	4,725 16 7	7,492 5 1
	GRAND TOTAL	15,911 15 11½	156,186 2 8	5,811 0 6	6,556 14 4½	9,121 8 2½	8,756 14 2	8,200 10

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EXPENDITURE.						BALANCE.				
Repayment of Loan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
335 9 7½	132 4 8½	10 2 4	107 5 6	572 2 11	7,658 12 4½	—	—	—	—	33
—	81 3 9	—	21 8 6½	94 14 7	1,263 18 11	132 1 8	—	—	—	34
—	8 7 6	—	24 14 4	296 4 8	1,777 11 3	394 6 8	—	—	—	35
—	146 16 1	2 2 0	—	231 13 3	3,027 4 5	*430 8 9	—	—	—	36
—	31 18 2	—	6 10 2	133 5 9	1,706 0 4	100 6 8	—	—	—	37
—	136 14 7	—	74 2 3	436 11 10	4,992 8 9	—	103 13 1	—	—	38
—	184 5 4½	6 3 5	129 14 10½	507 10 10	11,042 8 4	—	3,562 15 9½	—	—	39
—	790 0 4	—	252 19 9	1,252 16 9	7,107 11 6	—	—	—	—	40
—	1,840 15 0	—	229 14 3	2,748 14 8	16,899 11 9	—	—	—	—	41
—	1,352 7 5	—	276 4 5	2,087 5 1	15,252 10 0	—	—	—	—	42
—	1,389 9 11	10 5 4	202 9 1	2,789 6 0	13,569 1 3	—	—	—	—	43
266 13 4	58 16 7	19 12 0	128 2 0	427 9 9	6,766 16 7	500 3 11	—	—	—	44
—	129 13 3½	22 2 6	53 19 4	1,396 10 10	5,629 3 5½	—	1,018 19 0½	—	—	45
—	199 15 9½	21 3 0	68 12 9	1,316 12 4	5,349 11 6½	3,129 18 9½	—	—		46
—	146 5 2	10 0	23 5 8	152 4 9	2,042 19 1	—	—	—	—	47
—	184 13 9	8 2 5	14 2 8	253 3 7	5,479 18 2	—	2,507 15 10	—	—	48
63 15 11	5 14 7	—	19 4 1	58 8 9	1,222 10 9	121 2 11	—	—	—	49
—	77 14 4	—	30 10 9	104 10 3	2,284 5 0	—	17 9 7	—	—	50
—	48 8 7	17 5 1	41 1 3	134 5 1	2,497 1 3½	—	268 18 9½	—	—	51
—	74 7 10½	8 12 6	18 4 1	307 10 3	2,966 5 0	—	432 12 11	—	—	52
53 6 8	5 15 11	—	5 8 6½	45 5 4	1,034 10 11	†185 3 2	—	—	—	53
41 8 3	55 17 0	—	9 17 0	146 8 5	1,713 9 9	750 10 8	—	—	—	54
—	14 13 10	—	19 7 2	40 14 8	1,217 4 8	719 1 11	—	—	—	55
810 13 9½	7,096 19 6½	126 0 7	1,756 18 5½	15,483 10 4	122,502 14 8	6,464 2 4½	7,907 5 0½	—	—	
7,373 14 8	3,357 2 3	168 5 3	1,155 4 3	3,070 18 1	128,439 18 9	5,782 18 6	6,276 4 1	—	—	
8,184 8 5½	10,453 1 9½	294 5 10	2,912 2 8½	18,554 8 5	250,942 13 5	12,247 0 10½	14,283 9 1½	—	—	

* This includes £400 in respect of Building Fund.
† This includes £31 5s. 11d. from Building Fund Account.

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TABLE II.

SECONDARY SCHOOLS.

Particulars of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1905–1906.

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.
	1905–1906.
	£
ABERDEEN—	
Aberdeen, Girls' High School	750
,, Grammar School	750
,, Robert Gordon's College	750
AYR—	
Ayr Academy	750
Beith, Spier's School	400
Irvine Royal Academy	750
BERWICK—	
Duns, Berwickshire High School	400
CLACKMANNAN—	
Dollar Institution	700
DUMFRIES—	
Dumfries Academy	750
EDINBURGH—	
Edinburgh Dan. Stewart's College	600
,, Geo. Watson's Boys' College	750
,, Geo. Watson's Ladies' College	750
,, Ladies' College	750
,, Royal High School	600
ELGIN—	
Elgin Academy	650
FIFE—	
Anstruther, Waid Academy	400
Cupar, Bell Baxter School	400
Dunfermline High School	700
Kirkcaldy High School	600
St. Andrew's, Madras College	450
FORFAR—	
Arbroath High School	750
Brechin High School	550
Dundee High School	750
Forfar Academy	550
Montrose Academy	750
HADDINGTON—	
Haddington, Knox Institute	400
North Berwick High School	400
INVERNESS—	
Inverness Royal Academy	500
KINCARDINE—	
Stonehaven, Mackie Academy	400
KIRKCUDBRIGHT—	
Kirkcudbright Academy	400
LANARK—	
Glasgow, Allan Glen's School	750
,, High School	750
,, High School for Girls	600
,, Hutchesons' Boys' Grammar School	550
,, Hutchesons' Girls' Grammar School	650
,, St. Aloysius' College	400
Govan Hillhead School	700
Hamilton Academy	750

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SECONDARY SCHOOLS—*continued.*

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.
	1905–1906.
	£
LINLITHGOW—	
Linlithgow Academy	550
NAIRN—	
Nairn, Ross's Academical Institution	400
PEEBLES—	
Peebles Burgh and County High School	500
PERTH—	
Callander, McLaren High School	400
Crieff, Morrison's Academy	500
Perth Academy	750
Perth, Sharp's Institution	450
RENFREW—	
Greenock Academy	600
Paisley Grammar School and Wm. B. Barbour Academy	750
ROSS—	
Tain Royal Academy	400
ROXBURGH—	
Kelso High School	400
SELKIRK—	
Galashiels Academy	400
Selkirk High School	400
STIRLING—	
Falkirk High School	750
Stirling High School	750
WIGTOWN—	
Newton Stewart, Ewart and Douglas High Schools	450
Stranraer High School	400
Total	82,100

In addition to the above-named Secondary Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1905-06. An asterisk against the name of a School, signifies that that School did not present candidates at the Leaving Certificate Examination.

Aberdeen, Queen's Gate School.
Ayr, Newnham House School.
Blairs College.
Broughty Ferry, Gartlands School.
Broughty Ferry, St. Margaret's School.
Dundee, Lawside St. Joseph's Convent School.
Dundee, Seymour Lodge Girls' School.
Edinburgh Academy.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
*Edinburgh, Girls' Home School.
Edinburgh Institution.
Edinburgh, Merchiston Castle School.
*Edinburgh, Murrayfield, Lansdowne House School.
Edinburgh, Rosebery House School.
*Edinburgh, St. Elizabeth's School.
Edinburgh, St. George's High School for Girls.
Edinburgh, St. Margaret's Ladies' College. (Branches at Newington and Morningside).
Edinburgh, The Ministers' Daughters' College.
Falkirk Selma House School.
Glasgow Academy.
Glasgow, Kelvinside Academy.
*Glasgow, Kelvinside, Westbourne Gardens School for Girls.
Glasgow Park Girls' School.
*Glasgow, Rosslyn Terrace School.
Govan, Hillhead, Laurel Bank School for Girls.
Greenock, Clyde School.
Greenock High School for Girls.
Helensburgh, Larchfield School.
Helensburgh, St. Bride's School.
Inverness College.
Inverness, St. Margaret's College.
Kilmacolm, St Columba's School.
*Kirkcaldy Southbank School.
Melrose, St. Mary's School.
Newport-on-Tay, St. Fillan's House Schoo .
*North Berwick, Dunardarigh School.
*Paisley, Caversbank School.
*Polmont, St. Margaret's School.
Portobello, Brunstane School for Girls.
St. Andrews, Clifton Bank School.
*St. Andrews, St. Leonard's School.
*Stirling, St Hilda's School.
Tayport, Victoria College (including a branch School at Constitution Road).
*Turriff Westwood School.

PREPARATORY SCHOOLS.

*Cramond, Cargilfield School.
*Moffat, St. Ninian's School.
*Moffat, Warriston School.
*Nairn, Alton Burn School.
*St. Andrews, St. Katharine's School.
*St. Andrews, St. Salvator's School.

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TABLE III.

SECONDARY SCHOOLS.

Particulars of Grants for Science and Art Instruction paid under the Minute of 30th May, 1903, in respect of the year 1904–1905.

'NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dress-making, or other Forms of Practical Household Economy	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen High School for Girls	149	139 8 0	40 17 10	—	40 9 6	220 15 4
Aberdeen Grammar School	148	284 8 3	56 1 9	44 1 4	—	384 11 4
Aberdeen Robert Gordon's College.. ..	483	1,713 5 3	195 11 9	406 17 8	--	2,315 14 8
Anstruther, Waid Academy	72	122 11 2	35 19 10	5 18 8	—	164 9 8
Arbroath High School	198	158 13 9	94 5 10	27 16 6	40 16 2	321 12 3
Brechin High School	90	96 9 3	54 17 0	—	—	151 6 3
Callander McLaren High School	62	86 17 2	26 19 4	—	—	113 16 6
Cupar, Bell Baxter School	55	92 8 9	26 13 0	—	—	119 1 9
Dollar Institution ..	192	259 18 6	92 14 4	51 12 4	—	404 5 2
Dumfries Academy ..	71	168 10 3	39 4 0	18 6 0	—	226. 0 3
Dumfries St. Joseph's College	44	38 6 3	14 9 7	28 14 2	—	81 10 0
Dundee High School ..	165	294 9 0	64 0 1	75 18 2	63 12 8	497 19 11
Dunfermline High School	199	531 3 9	55 6 6	116 19 9	52 19 8	756 9 8
Duns, The Berwickshire High School ..	91	57 12 0	22 12 0	13 8 0	9 2 0	102 14 0
Edinburgh, George Watson's Boys' College	138	202 3 6	49 14 2	—	—	251 17 8
Edinburgh, George Watson's Ladies' College	148	76 14 6	55 16 9	—	—	132 11 3
Edinburgh Ladies' College	94	118 13 0	24 15 4	—	—	143 8 4
Edinburgh, Royal High School	18	38 0 9	6 16 6	3 13 6	—	48 10 9
Elgin Academy ..	115	103 15 3	46 13 10	—	—	150 9 1
Falkirk High School ..	199	238 7 6	91 4 3	50 7 3	53 16 4	433 15 4
Forfar Academy ..	160	306 0 6	79 0 7	34 8 0	38 18 8	458 7 9
Glasgow, Allan Glen's School	481	1,335 6 0	191 2 1	652 14 4	—	2,679 2 5
Glasgow High School ..	41	77 11 0	—	—	—	77 11 0
Glasgow High School for Girls	15	16 7 6	—	—	—	16 7 6
Glasgow, St. Aloysius' College	107	106 18 3	40 2 3	—	—	147 0 6

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NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dressmaking, or other Forms of Practical Household Economy.	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Govan Hillhead School	28	61 3 6	—	—	—	61 3 6
Greenock Academy ..	146	208 5 0	64 9 6	—	31 2 8	303 17 2
Haddington Knox Institute	45	49 12 6	23 5 9	7 13 0	15 16 8	96 7 11
Hamilton Academy ..	212	308 11 7	98 12 3	88 7 8	62 9 0	508 0 6
Hawick Teviot Grove Academy	66	103 9 9	25 14 1	—	—	129 3 10
Inverness Royal Academy	45	85 14 3	13 13 9	14 12 4	—	114 0 4
Irvine Royal Academy	115	209 7 3	86 13 7	51 10 0	78 5 4	425 16 2
Kelso High School ..	16	11 3 9	—	—	—	11 3 9
Kirkcaldy High School	145	129 4 7	73 3 1	—	—	202 7 8
Kirkcudbright Academy	50	80 1 9	18 12 10	—	—	98 14 7
Linlithgow Academy ..	133	139 19 9	55 16 1	—	5 4 0	200 19 10
Montrose Academy ..	210	339 5 9	98 18 0	179 10 5	32 11 10	650 6 0
Nairn Rose's Academical Institution ..	21	24 4 6	7 2 0	—	—	31 6 6
Newton Stewart Douglas High School (Girls)	16	33 0 3	7 19 9	—	—	41 0 0
Newton Stewart Ewart High School (Boys)	42	134 16 3	16 10 6	34 9 3	—	185 16 5
North Berwick High School	63	78 16 6	26 15 9	23 12 6	9 13 0	138 17 9
Paisley Grammar School and Wm. B. Barbour Academy ..	170	328 3 9	79 4 6	75 4 3	38 12 3	521 10 7
Peebles Burgh and County High School	64	105 5 9	28 14 1	24 5 10	9 12 4	167 18 0
Perth Academy ..	315	565 16 0	175 14 7	135 12 6	64 8 3	941 11 9
Perth, Sharp's Institution	167	422 1 3	105 14 4	85 15 7	48 19 3	662 10 10
St. Andrews, Madras College	65	81 7 6	27 18 4	—	9 4 0	118 9 10
Selkirk High School ..	42	111 11 6	—	—	—	111 11 6
Stirling High School	316	394 16 6	212 19 6	6 9 3	19 4 0	633 9 3
Stonehaven Mackie Academy	103	123 7 0	26 7 7	16 7 4	45 18 10	212 0 9
Stranraer High School	43	74 3 0	—	—	—	74 3 0
Tain Royal Academy	81	96 6 9	30 3 4	37 7 6	7 12 0	171 14 7
Totals	6,254	11,464 5 0	2,704 6 9	2,261 14 4	778 9 3	17,208 15 9

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TABLE

STATEMENT for the year 1904–1905, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Grant

No	Name of School. (*Under the Management of School Boards.*)	Number of Pupils on the School Roll														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	21	152	173	—	39	39	—	37	37	—	52	52	—	43	43
2	Aberdeen Grammar School	170	—	170	51	—	51	54	—	54	64	—	64	47	—	47
3	Arbroath High School	12	7	19	30	23	53	20	18	38	14	40	54	20	23	43
4	Ayr Academy	70	50	120	15	19	34	26	15	41	25	28	53	32	26	58
5	Brechin High School	1	2	3	7	7	14	6	7	13	10	12	22	18	20	38
6	Callander, McLaren High School	—	—	—	—	1	1	3	1	4	12	11	23	6	5	11
7	Dumfries Academy	61	43	104	23	19	42	36	28	64	40	29	69	37	27	64
8	Dunfermline High School	—	2	2	12	7	19	30	24	54	41	34	75	37	36	73
9	Duns, Berwickshire High School	—	—	—	4	1	5	7	9	16	18	16	34	11	16	27
10	Edinburgh Royal High School	164	—	164	60	—	60	64	—	64	72	—	72	47	—	47
11	Elgin Academy	23	23	46	9	5	14	11	8	19	16	11	27	17	15	32
12	Falkirk High School	—	—	—	2	1	3	19	16	35	32	35	67	12	22	34
13	Forfar Academy	—	—	—	1	—	1	17	14	31	20	19	39	22	22	44
14	Galashiels Academy	14	8	22	5	1	6	10	3	13	14	6	20	10	10	20
15	Glasgow High School	192	—	192	108	—	108	141	—	141	188	—	188	71	—	71
16	Glasgow High School for Girls	—	205	205	—	76	76	—	96	96	—	138	138	—	132	132
17	Govan, Hillhead School	—	—	—	3	1	4	17	20	37	35	42	77	28	46	74
18	Greenock Academy	146	128	274	19	28	47	33	33	66	37	26	63	31	29	60
19	Haddington, Knox Institute	19	29	48	4	6	10	2	5	7	8	12	20	4	8	12
20	Hamilton Academy	14	5	19	21	14	35	29	29	58	18	27	45	27	22	49
21	Irvine Royal Academy	67	49	116	14	10	24	20	15	35	31	16	47	14	24	38
22	Kelso High School	29	12	41	5	3	8	6	2	8	9	6	15	9	5	14
23	Kirkcaldy High School	—	—	—	2	1	3	14	16	30	31	19	50	19	23	42
24	Kirkcudbright Academy	8	4	12	8	7	15	13	12	25	10	5	15	9	6	15
25	Linlithgow Academy	29	27	56	7	7	14	16	7	23	18	23	41	7	12	19
26	Montrose Academy	15	5	20	15	25	40	29	21	50	40	27	67	26	25	51
27	North Berwick High School	—	—	—	1	1	2	7	4	11	11	7	18	11	10	21
28	Paisley Grammar School	105	69	174	23	21	44	23	22	45	46	28	74	28	22	50
29	Peebles High School	20	13	33	8	1	9	11	6	17	11	9	20	5	9	14
30	Perth Academy	79		146	18	13	31	33	21	54	57	44	101	41	48	89
31	Stirling High School	8	3	11	21	23	44	31	33	64	47	38	85	42	36	78
32	Stranraer High School	10	11	21	1	2	3	5	6	11	14	8	22	10	15	25
	Carried Forward	1327	914	2191	497	362	859	783	528	1261	989	768	1757	698	737	1435

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IV.

School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April, 1899.

AT THE CLOSE OF THE SCHOOL YEAR.																Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			
tween 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Graduates	Non-Graduates		
—	53	53	—	36	36	—	32	32	—	19	19	—	311	311	21	463	484	158	95	190	443	9	29	5	1
31	—	31	16	—	16	4	—	4	3	—	3	270	—	270	440	—	440	147	160	103	410	17	10	2	2
8	20	28	1	8	9	—	2	2	—	1	1	93	135	228	105	142	247	17	139	82	238	4	9	2	3
18	20	38	8	13	21	2	9	11	—	11	11	126	141	267	196	191	387	100	112	127	339	11	7	4	4
7	18	25	2	6	8	—	1	1	—	10	10	50	81	131	51	83	134	2	46	76	124	4	4	—	5
—	5	14	2	3	5	1	2	3	1	2	3	84	80	64	34	30	64	—	28	33	61	3	1	—	6
20	32	52	8	11	19	3	4	7	1	—	1	168	150	318	229	198	422	90	165	133	388	13	16	1	7
13	24	37	7	13	20	1	12	13	2	6	8	143	156	299	143	158	301	1	140	144	285	10	7	—	8
6	6	12	2	4	6	—	1	1	—	—	—	48	53	101	48	53	101	—	43	50	93	3	3	6	9
30	—	30	12	—	12	2	—	2	1	—	1	288	—	288	452	—	452	150	188	88	426	15	5	3	10
9	14	23	1	12	13	—	5	5	—	8	8	63	78	141	86	101	187	39	59	70	168	9	4	2	11
3	20	23	3	11	14	2	11	13	2	10	12	75	126	201	75	126	201	—	103	84	187	5	7	5	12
10	15	25	1	6	7	—	—	—	—	—	—	71	76	147	71	76	147	—	71	76	147	7	2	4	13
5	5	10	—	—	—	—	—	—	—	—	—	44	25	69	58	33	91	17	40	31	88	4	1	3	14
67	—	67	70	—	70	21	—	21	5	—	5	671	—	671	868	—	868	201	458	167	826	30	11	3	15
—	111	111	—	70	70	—	37	37	—	15	15	—	675	675	—	880	880	181	274	322	777	13	24	11	16
9	32	41	4	18	22	—	5	5	—	4	4	96	168	264	96	168	264	—	125	135	260	7	8	5	17
30	18	38	7	5	12	2	1	3	—	8	8	149	143	292	295	271	566	220	162	98	480	12	14	3	18
3	6	9	—	1	1	2	—	2	—	—	—	23	38	61	42	67	109	35	36	24	95	4	3	1	19
11	10	21	7	13	20	—	12	12	—	3	3	113	130	243	127	135	262	16	128	97	241	9	8	5	20
14	16	34	6	15	21	—	4	4	—	4	4	103	104	207	170	153	323	107	102	97	306	5	5	4	21
19	10	20	—	1	1	—	2	2	—	—	—	39	29	68	68	41	109	34	27	34	95	3	5	3	22
17	25	42	8	12	20	3	10	13	3	6	9	97	112	209	97	112	209	—	82	110	192	3	6	6	23
5	4	9	1	—	1	—	—	—	—	1	1	46	35	81	54	39	93	12	53	26	91	4	2	1	24
4	7	11	—	2	2	1	3	4	1	6	7	54	67	121	83	94	177	50	72	37	159	6	3	3	25
14	20	34	3	10	13	—	6	6	—	4	4	127	138	265	142	143	285	17	147	107	271	10	4	4	26
5	2	7	—	4	4	—	—	—	—	1	1	35	29	64	35	29	64	—	29	27	56	4	2	4	27
22	11	33	8	8	16	2	3	5	—	—	—	152	115	267	257	184	441	141	178	88	407	10	8	11	28
6	2	8	4	3	7	—	1	1	—	1	1	45	32	77	65	45	110	30	41	26	97	5	2	4	29
30	30	60	9	25	34	2	20	22	2	21	23	192	222	414	271	289	560	128	169	212	509	10	14	4	30
21	34	55	10	18	28	1	12	13	1	14	15	174	208	382	182	211	393	9	176	169	354	10	9	4	31
5	7	12	4	4	8	—	2	2	—	3	3	39	47	86	49	58	107	15	30	42	87	4	3	1	32
436	577	1013	204	332	536	49	197	246	22	153	175	3628	3654	7282	4906	4568	9473	1917	3678	3105	8700	268	236	119	

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TABLE

No.	Name of School. (*Under the Management of Authorities other than School Boards.*)	Number of Pupils on the School Roll.														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robert Gordon's College	75	—	75	80	—	80	139	—	139	172	—	172	185	—	185
34	Anstruther, Waid Academy	—	—	—	3	1	4	7	10	17	10	15	25	10	14	24
35	Beith, Spier's School	6	13	19	7	4	11	10	7	17	11	5	16	7	3	10
36	Crieff, Morrison's Academy	21	46	67	19	6	25	15	8	23	24	17	41	29	16	45
37	Cupar, Bell Baxter School	29	24	53	5	2	7	5	3	8	10	17	27	7	15	22
38	Dollar Institution	16	12	28	32	21	53	33	21	54	40	22	62	45	24	69
39	Dundee High School	78	26	104	27	10	37	34	10	44	33	29	62	35	19	54
40	Edinburgh, Daniel Stewart's College	254	—	254	59	—	59	71	—	71	66	—	66	54	—	54
41	Edinburgh, George Watson's Boys' College ..	523	—	523	145	—	145	164	—	164	221	—	221	187	—	187
42	Edinburgh, George Watson's Ladies' College..	—	325	325	—	60	60	—	92	92	—	104	104	—	91	91
43	Edinburgh Ladies' College	—	319	319	—	84	84	—	107	107	—	107	107	—	108	108
44	Glasgow, Allan Glen's School	28	—	28	70	—	70	127	—	127	195	—	195	81	—	81
45	Glasgow, Hutcheson's Boys' Grammar School	69	—	69	47	—	47	51	—	51	55	—	55	44	—	44
46	Glasgow, Hutcheson's Girls' Grammar School	—	92	92	—	38	38	—	56	56	—	64	64	—	62	62
47	Glasgow, St. Aloysius College	79	—	79	16	—	16	48	—	48	46	—	46	32	—	32
48	Inverness Royal Academy	32	42	74	10	9	19	10	11	21	18	10	28	20	16	36
49	Nairn, Rose's Academical Institution.. ..	26	23	49	1	2	3	2	12	14	3	2	5	6	8	14
50	Newton Stewart, Ewart and Douglas High Schools.	17	9	26	6	2	8	5	5	10	9	7	16	10	6	16
51	Perth, Sharp's Institution	1	—	1	6	5	11	18	23	41	28	39	67	23	20	43
52	St. Andrews, Madras College	58	62	120	9	9	18	9	11	20	14	12	26	14	19	33
53	Selkirk High School	2	3	5	3	4	7	7	5	12	13	4	17	4	9	13
54	Stonehaven, Mackie Academy	12	10	22	4	3	7	9	15	24	14	12	26	11	7	18
55	Tain Royal Academy	6	18	24	3	—	3	6	9	15	10	5	15	11	14	25
	Total	1332	1024	2356	552	260	812	770	405	1175	992	471	1463	815	451	1266
	Brought forward from previous page	1277	914	2191	497	362	859	733	528	1261	989	768	1757	698	737	1435
	Grand Total ..	2609	1938	4547	1049	622	1671	1503	933	2436	1981	1239	3220	1513	1188	2701

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V.—*Continued.*

AT THE CLOSE OF THE SCHOOL YEAR.																	Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.							Teachers whose whole time is spent in the School.		Visiting Teachers.	
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 & 16.	Over 16.	Total.	Graduates	Non-Graduates		
95	—	95	69	—	69	36	—	36	34	—	34	809	—	809	884	—	884	68	357	300	725	23	12	3	33
9	9	18	1	4	5	—	1	1	—	—	—	40	54	94	40	54	94	—	42	48	90	4	1	2	34
6	3	9	7	3	10	1	1	2	—	—	—	49	26	75	55	39	94	18	42	29	89	5	2	1	35
13	18	31	14	7	21	3	5	8	—	—	—	117	77	194	188	128	261	49	74	89	212	9	9	1	36
6	12	18	3	3	6	—	2	2	—	—	—	38	54	90	65	78	143	48	40	46	134	5	8	—	37
33	16	49	11	9	20	4	4	8	—	4	4	198	121	319	214	133	347	25	155	138	318	9	11	2	38
30	30	60	13	12	25	5	4	9	3	8	11	180	122	302	258	148	406	92	134	151	377	16	18	1	39
35	—	35	12	—	12	2	—	2	1	—	1	300	—	300	554	—	554	248	185	88	521	12	12	6	40
135	—	135	58	—	58	15	—	15	1	—	1	926	—	926	1,449	—	1,449	493	502	381	1,376	30	81	6	41
—	70	70	—	52	52	—	24	24	—	10	10	—	508	508	—	828	828	287	263	215	765	12	53	15	42
—	92	92	—	87	87	—	27	27	—	10	10	—	622	622	—	941	941	295	277	301	873	8	64	16	43
46	—	46	32	—	32	9	—	9	—	—	—	560	—	560	588	—	588	25	357	179	561	16	18	4	44
31	—	31	16	—	16	3	—	3	5	—	5	252	—	252	321	—	321	64	142	93	299	6	6	7	45
—	38	38	—	22	22	—	8	8	—	3	3	—	201	291	—	383	383	84	148	120	352	6	15	10	46
12	—	12	8	—	8	3	—	3	—	—	—	165	—	165	244	—	244	67	106	54	227	4	8	4	47
18	11	29	7	6	13	5	5	10	6	3	9	94	71	165	126	113	239	59	60	90	209	6	6	2	48
1	7	8	3	4	7	—	5	5	—	3	3	16	43	59	42	66	108	38	19	34	91	3	3	1	49
10	9	19	7	2	9	4	—	4	—	—	—	51	31	82	68	40	108	21	30	42	93	4	6	1	50
10	10	20	3	3	6	—	6	6	—	—	—	88	106	194	89	106	195	1	99	68	168	6	8	2	51
10	8	18	3	3	6	3	2	5	1	2	3	68	66	129	121	128	249	106	62	68	228	6	8	5	52
2	1	3	—	1	1	—	1	1	—	1	1	29	26	55	31	29	60	5	34	17	56	3	1	1	53
8	4	12	1	8	9	1	6	7	1	2	3	49	57	106	61	67	128	19	53	54	126	6	1	4	54
7	11	18	2	6	8	1	3	4	—	1	1	40	49	89	46	67	113	18	29	51	98	3	4	2	55
517	349	866	269	232	501	95	104	199	52	47	99	4062	2319	6,381	5,394	3343	8,737	2127	3210	2651	7,988	192	305	96	
436	577	1013	204	332	536	49	197	246	22	153	175	3628	3654	7,282	4,905	4568	9,473	1917	3678	3105	8,700	263	236	119	
953	926	1879	473	564	1037	144	301	445	74	200	274	7690	5973	13,663	10,299	7911	18,210	4044	6888	5756	16,688	455	541	215	

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TABLE V.

I. FUND established under paragraph 6 of the Minute of 27th April 1899.

	£	s.	d.
Payment into Fund for the year 1899-1900 -	7,659	16	0
" " " 1900-1901 -	9,345	19	0
" " " 1901-1902 -	9,837	15	6
" " " 1902-1903 -	7,438	2	1
" " " 1903-1904 -	4,539	15	8
" " " 1904-1905 -	2,689	11	11
" " " 1905-1906 -	2,051	19	8
Total - - -	£43,562	19	10

The following Grants have been made from the Fund :—

	£	s.	d.
1901.			
Glasgow & West of Scotland Technical College	5,000	0	0
Glasgow School of Art - - -	1,500	0	0
1904.			
Glasgow and West of Scotland Technical College - - - - -	5,000	0	0
Glasgow Athenæum - - - -	1,500	0	0
Leith Nautical College - - - -	650	0	0
Edinburgh and East of Scotland College of Agriculture - - -	1,500	0	0
The West of Scotland Agricultural College -	3,800	0	0
Edinburgh Heriot Watt College - -	250	0	0
1905.			
Paisley Technical School - - -	500	0	0
The West of Scotland Agricultural College -	1,000	0	0
Paisley Technical School - - -	1,000	0	0
Edinburgh and East of Scotland College of Agriculture - - - -	327	0	10
1906.			
Edinburgh Heriot Watt College - -	250	0	0
Total - - -	£22,277	0	10
Balance standing to the credit of the Fund -	£21,285	19	0

II. SUM available under paragraph 2 of the Minute of 27th April, 1899.

£2,000. 1903-1904.	£	s.	d.
Agricultural Department of the Aberdeen University - - - -	500	0	0
Inspection Expenses of the Agricultural Institutions - - - -	77	6	0
Balance transferred to the Fund under paragraph 6 of the Minute, absorbed in Capital Grants to Agricultural Institutions - - - - -	1,422	14	0
	£2,000	0	0

£2,000. 1904-1905.	£	s.	d.
Inspection Expenses of the Agricultural Institutions - - - -	77	0	10
Balance paid as a Capital Grant to the Edinburgh and East of Scotland College of Agriculture - - -	1,922	19	2
	£2,000	0	0

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£2,000. 1905-1906.	£	s.	d.
Inspection Expenses of the Agricultural Institutions - - - -	87	9	5
Edinburgh and East of Scotland College of Agriculture — Forestry Classes conducted in the University of Edinburgh	100	0	0
The West of Scotland Agricultural College—Capital Grant to the Kilmarnock Dairy School - - - -	1,000	0	0
Balance carried forward to 1906-1907 -	812	10	7
	£2,000	0	0

£2,812 10s. 7d. 1906-1907.	£	s.	d.
Edinburgh and East of Scotland College of Agriculture—Grant in aid of Capital Expenditure - - - -	120	0	0
Balance available for Agricultural Education	2,692	10	7
	£2,812	10	7

TABLE VI.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1906, and of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN (BURGH).

Grant for year ended 31st March 1906 = 1,830*l.* 8*s.* 4*d.*
Scheme approved on 6th February, 1903
Allocation of grant :—

1. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :—

		£	s.	d.
Aberdeen Grammar School -	Aberdeen School Board.	500	0	0
„ Girls' High School -		500	0	0
„ Central Public School		75	0	0
„ Robert Gordon's College - -		500	0	0
„ Practising Church School - -		†150	0	0
United Free Church School - -		75	0	0
		£1,800	0	0

	£	s.	d.
2. Expenses of Committee, &c. - - - - -	60	15	8

* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1906.

† This amount has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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ABERDEEN (COUNTY).

Grant for year ended 31*st March* 1906 = 1,902*l.* 17*s* 0*d.*
Contributions by local authorities = 1,107*l.* 3*s.* 9*d.*
Scheme approved on 6th January, 1906.
Allocation of grant :—

	£	s.	d.
I. To *secondary departments*, viz. :—			
A grant of 100*l.* each to Fraserburgh Academy, Huntly Gordon School, and Peterhead Academy on the fulfilment of certain conditions - - - -	300	0	0
II. Such proportion of the deficit on the working of Higher Grade Schools and Schools having Higher Departments in the County as the available amount may admit of. No grant will exceed 100*l.* or fall below 10*l.* - -	1,000	0	0
III. The sum of 100*l.* to Teachers of Schools not otherwise receiving aid under this Scheme on account of pupils who, having qualified for one of the Committee's Bursaries, for a University Bursary, or for Leaving Certificates, pass into approved Secondary Schools or continue to study secondary subjects for the ensuing year - - - - - - - - - - - -	100	0	0
IV. For Bursaries open to pupils of all Schools in the County save those mentioned under Head I.			
(*a*) 32 of the value of 4*l.* for the first year, and 6*l.* for the second, distributed over the eight districts of the County. Open to pupils of not more than 14 years of age, the subjects of examination being those for the examination under Article 29 of the Scotch Code, together with such specific subjects, if any, as may from time to time be determined, and tenable for two years at a School approved by the Committee.			
(*b*) — of the value of 15*l.* for the first year, and 20*l.* for the second. Open to pupils of not more than 16 years of age, the subjects of examination being English, Mathematics, Science, Latin, Greek, French and German—not more than four subjects to be taken, of which English must be one. Tenable for 2 years at a Secondary School or Higher Grade Department approved by the Committee, and may be prolonged for an additional year in respect of not more than three pupils in any one year.			
(*c*) Special Bursaries—not more than three in any one year—may be given to Candidates from Elementary Schools who distinguish themselves at the University Competition for Bursaries - - - - - - -	550	0	0
V. Expenses of Committee - - - - - - -	150	0	0

Grants for technical education :—	£
I. Local technical classes - - - - - - - -	400
II. Subjects for women - - - - - - - -	200
III. Fishery - - - - - - - - -	100
IV. Training of teachers - - - - - - - -	150
V. Contingencies - - - - - - - - -	175
VI. Expenses - - - - - - - - - -	175
	1,200

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ARGYLL COUNTY.

Grant for year ended 31*st March* 1906 = 988*l.* 10*s.* 10*d.*
Scheme approved on 22nd December 1905.
Allocation of grant :—

	£	s.	d.
1. Expenses of Committee	40	0	0
2. One Bursary of 15*l.* for each of the seven Districts of the County, tenable for two (or three) years and open to pupils under 14 years of age, attending schools not participating in the Committee's Grants.			
3. Three-fourths of sum available after payment of Bursaries and Expenses to be used in making grants, subject to a maximum of 250*l.*, to Campbeltown Grammar School, Dunoon Grammar School and Oban High School in proportion to, but not exceeding three-fourths of, the deficit on the working of the Higher Grade Departments	600	0	0
4. One-fourth of funds as aforesaid to be used in making Grants to certain selected Schools, in proportion to, but not exceeding three-fourths of, the deficit incurred in giving advanced instruction in secondary subjects to pupils who have passed the Qualifying Examination (Article 29 of the Scotch Code)	200	0	0

AYR COUNTY.

Grant for year ended 31*st March* 1906 = 2,891*l.* 3*s.* 4*d.*
Contributions by local authorities = 2,428*l.* 2*s.* 1*d.*
Scheme approved on 20th August 1904.

Allocation of Grant :—

1. Payment of Fees of pupils awarded Free Places in the following Schools:

	Number of Free Places.	Estimated Amount. £
Ayr Academy	40	440
Kilmarnock Academy	40	90
Irvine Royal Academy	32	192
Beith, Spier's School	8	50
Ardrossan Academy	16	35

2. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Ayr Academy	75
Kilmarnock Academy	425
Irvine Royal Academy	247
Ardrossan Academy	167
Beith, Spier's School—Payment of the whole of the deficiency, up to, but not exceeding	62

3. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Largs Higher Grade Public School	60
Beith Academy	103
Dalry Higher Grade Public School	43
Old Cumnock Public School	129
Maybole Carrick Academy Higher Grade Public School	129
Girvan Higher Grade Public School	129
Ballantrae Public School	26

4. Bursaries of 10*l.* or 5*l.*, tenable for four years, at the following schools :—

	Number of Bursaries. Minimum.	Maximum.
Ayr Academy	12	24
Kilmarnock Academy	12	24
Irvine Royal Academy	8	16
Beith, Spier's School	4	8
Ardrossan Academy	4	8

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	£	s.	d.
5. Bursaries of from 2*l.* 10*s.* to 10*l.*, tenable for one or more years, for county scholars attending schools under Head 3, viz. :—20*l.* allowed for Bursaries at each school	140	0	0
6. Sum set aside for assistance of scholars attending Fee-paying schools	100	0	0
7. Expenses of Committee	100	0	0
8. *Allocation of grant for technical instruction. Scheme approved* on 13th January, 1906 :—			
(1) To Higher Grade Schools (excepting Kilmarnock Academy) Capitation Grant of 1*l.* on the average attendance of pupils from the rural district, provided that the total amount of such Capitation Grants does not exceed one-fourth of deficiency	250	0	0
(2) Agricultural Education :—			
(*a*) The West of Scotland Agricultural College — £550 0 0			
(*b*) Bursaries tenable at Farmers' Classes — 20 0 0			
(*c*) Bursaries tenable at the Dairy School — 15 0 0			
(*d*) Bursaries tenable at Foresters' Classes — 10 0 0			
	595	0	0
(3) Continuation Classes.			
(*a*) Grants equal to one-half of the sum contributed locally towards Technical Education by the Town Council to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III. of the Continuation Class Code	600	0	0
(*b*) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction	300	0	0
(*c*) Towards Salaries of County Lecturers and Assistants	200	0	0
(4) Special Classes.			
(*a*) Training of Teachers (Art. 91 (d) of Scotch Code)	100	0	0
(*b*) Short Courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code	50	0	0
(5) Grants towards equipment of Technical Schools and Classes	50	0	0
(6) Railway fares of Students at Technical Classes	200	0	0
(7) Prizes for promoting original work and design	50	0	0
(8) (*a*) Junior Scholarships (Art. 79 (a) Continuation Class Code) of 10*s.* to 4*l.* (which may be increased to 1*l.* to 8*l.*) open to pupils in rural districts	250	0	0
(*b*) 6 Senior Scholarships (Art. 79 (b) of Continuation Class Code) of 25*l.* (which may be increased to 50*l.*) tenable for three years	150	0	0
(*c*) Scholarships to Teachers for residence and study abroad	50	0	0
(9) Expenses of organisation, etc.	350	0	0

Banff County

Grant for year ended 31st March 1906 = 856*l.* 5*s*
Contributions by local authorities = 48*l.* 15*s.* 8*d.*
Secondary Scheme approved on 17th January, 1906.
Technical Scheme approved on 1st December, 1904.

Allocation of grant :—

1. (*a*) Grants to Higher Grade Public Schools :—	£	s.	d.
Aberlour Public School	65	0	0
Banff Academy Public School	*105	0	0
Buckie Public School	90	0	0
Fordyce Academy Public School	*190	0	0
Keith Public School	95	0	0
Mortlach Public School	65	0	0
	£610	0	0

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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	£	s.	d.
(*b*) Grants of amounts ranging from 10*l.* to 46*l.* to 11 other Public Schools	209	0	0
N B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.			
2. Expenses of Committee	43	0	0
Technical education.—Sums contributed by the Burghs of Buckie and Keith (viz.: 37*l.* 19*s.* 8*d.* and 12*l.* 16*s.* 0*d.* respectively) to be handed to the School Boards to be applied towards Technical Education in Continuation Classes in those Burghs	48	15	8

Berwick County.

Grant for year ended 31*st March* 1906=530*l.* 12*s.* 6*d.*
Contributions by local authorities=674*l.* 16*s.* 6*d.*
Scheme approved on 21st December 1905.
Allocation of grant:—

	£	s.	d.
1. Expenses of Committee	25	9	0
2. Grants to Secondary Departments in :—			
Coldstream Public School	50	0	0
Lauder „ „	30	0	0
3. To the School Board of Duns towards the cost of maintaining the Berwickshire High School conditional upon a sufficient proportion of the grant being devoted to payment of students' travelling expenses	950	0	0
4. Grant towards the maintenance of the Edinburgh and East of Scotland College of Agriculture	50	0	0

Bute County.

Grant for year ended 31*st March* 1906=399*l.* 10*s.* 11*d.*
Scheme approved on 30th January 1906.
Allocation of grant:—

	£
1. Expenses of Committee	15
2. Six Bursaries of 15*l.*, tenable at Rothesay Academy, by scholars from Arran (4) and Cumbrae (2)	90
3. Grants of 2*l.* to three scholars from Kingarth parish attending Rothesay Academy as free scholars	6
4. Fixed Grant to Rothesay Academy, on condition that certain free scholarships are given	*290

Caithness County.

Grant for year ended 31*st March* 1906=559*l.* 14*s.* 11*d.*
Contributions by local authorities=194*l.* 10*s.* 1*d.*
Scheme approved on 12th January, 1906.
Allocation of grant:—

I. Subsidies to central schools, under certain specified conditions, and provided the grant does not exceed seven-eighths of the deficiency upon the working of the Higher Departments, viz.:

	£
Thurso Miller Institution Higher Grade Public School	100
Wick Pulteneytown Academy Higher Grade Public School	100
Lybster Higher Grade Public School	90
Castletown Higher Grade Public School	60
Halkirk Public School	60
Keiss „	60

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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II. Bursaries :—

(*a*.) Five Bursaries of 5*l*. open to scholars under 15 attending (*a*) the Central Schools mentioned under Head I, or (*b*) the Non-Central Schools in the Burghs of Wick and Thurso, or within two miles of these Burghs, for two years at Central Schools, to be increased to 10*l*. when pupils leave their homes to attend such a school. Not more than two Bursaries to be awarded in any one school, though power is reserved to increase the number to any school under certain circumstances.

(*b*.) Three Bursaries of 10*l*., and three of 7*l*. 10*s*., tenable for two years, at Central Schools, open to all pupils under 13, except those attending schools mentioned under Head II (*a*). Not more than one Bursary of each value to be awarded in any one school.

(*c*) One Bursary of 10*l*., tenable for two years, open to all scholars under 15 who have received their Elementary Education in the County until they reached the age of 13 in schools in the county other than those enumerated under Head II (*a*) and are at the date of Examination attending the enumerated schools.

III. Premiums of 2*l*. to Headmasters of Non-Central Schools for each candidate from their Schools obtaining a Bursary under Head II. (*b*), and thereafter attending a Central School for at least one year.

	£	s.	d.
IV. Grants to defray expenses of Fishermen resident in the County attending demonstrations by the Scientific Staff of the Fishery Board of Scotland at the Marine Laboratory, Bay of Nigg, Aberdeenshire	20	0	0
V. Grants of 10*l*. each towards the expenses of equipment of Laboratories in Castletown, Halkirk, Lybster, and Keiss Schools	40	0	0

VI. Expenses of Committee.

Clackmannan County.

Grant for year ended 31st March 1906=538*l*. 17*s*. 11*d*
Contributions by local authorities=14*l*. 6*s*. 4*d*.
Scheme approved on 14th December 1903.
Allocation of grant :—

	£	s.	d.
Expenses of Committee	21	5	10
Fixed subsidy to Dollar Institution	120	0	0
Fixed subsidies to secondary departments at :—			
Alva	100	0	0
Tillicoultry	85	0	0
Alloa (Burgh)	*230	0	0

Dumbarton County.

Grant for year ended 31st March 1906=1,410*l*. 3*s*. 10*d*
Scheme approved on 14th January 1904.
Allocation of grant :—

1. *Grants to Higher Departments* in :—	£	£
Bonhill, Vale of Leven Academy Higher Grade Public School	100	
Row, Helensburgh, Hermitage "	100	
Dumbarton Burgh Academy "	100	
Old Kilpatrick, Clydebank "	100	600
New Kilpatrick "	100	
Lenzie Academy "	80	
Luss Public School	10	
Cumbernauld Public School	10	

2. *Capitation grants* to the above-named schools on the average attendance of Scholars, resident in the county, who have satisfied the

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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requirements of Article 29 of the Scotch Code and attend the Secondary Department, viz. :—

1*l.* for 1st year in attendance.
1*l.* 10*s.* for 2nd year in attendance.
2*l.* for 3rd year in attendance.

3. *Scholarships*, 24 at 5*l.*, tenable for three years at the above-named central schools, excluding Luss and Cumbernauld Public Schools; these scholarships are to be offered for competition amongst scholars in attendance in the Elementary Department of any of the State-aided schools in the County.

4. A Grant of £1 to the Head Master of any State-aided school, other than those mentioned above, in respect of each pupil who gains 50 per cent. of marks at the Bursary Competition, and completes a 1st year's course in one of the central schools.

DUMFRIES COUNTY.

Grant for year ended 31st March 1906 = 970*l.* 16*s.* 1*d.*

Contributions by local authorities = 1,231*l.* 13*s.* 4*d.*

Scheme approved on 12th March, 1906.

Allocation of grant :—

A. *Annual grants to "Selected Schools"* viz. :—Dumfries Academy, Wallace Hall Academy, Annan Academy, Dryfesdale Public School, Langholm Academy and Moffat Academy.

	£
(1.) Fixed grant to Dumfries Academy	200
(2.) Grants in proportion to population and valuation of districts served	*600
(3.) Grants in proportion to the average attendance of scholars qualified in terms of Article 29 of the Code	600

B. *Apparatus grants* to the "Selected Schools" mentioned under head A. 100

C. *Building grant* on certain conditions to Wallace Hall Academy (balance of 225*l.*)

D. *Bursaries and Free Scholarships at Selected Schools*, viz. :—

Two Bursaries of 15*l.*, four of 12*l.* 10*s.*, and six of 10*l.* (or such other number and of such value as the Committee may determine) tenable for three years by children under 13 years of age who live more than three miles from the nearest "selected school."

Twelve free scholarships of 2*l.* tenable under similar conditions by children living less than three miles from a "selected school."

E. *Advanced Bursaries and Free Scholarships at Dumfries Academy.*

Two Bursaries of 20*l.*, and four of 15*l.*, (or such other number and of such value as the Committee may determine) tenable for two years by children who reside more than three miles from Dumfries Academy.

Six free scholarships of 5*l.*, tenable, under similar conditions, for two years by children who reside less than three miles from Dumfries Academy.

	£
F. *Grant to West of Scotland Agricultural College*	200

G. *Bursaries &c., tenable at the West of Scotland Agricultural College.*

One Bursary of £25 (and such other number of Bursaries, and of such value as the Committee may determine), tenable for two years, and three of £5 each, tenable for one year.

Allowances of 2*s.* 6*d.* a day, with class fees and return railway fare, to Students attending Dairy Classes

H. A sum, to be determined by the Committee, may be expended in contributing towards the maintenance and instruction of the blind.

	£
Agricultural experiments, instruction in agriculture, bee-keeping, &c.	50

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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K. Classes for the further instruction of teachers, and travelling expenses.

L. *Expenses of Committee* - - - - - - £125 0 0

DUNDEE BURGH.

Grant for year ended 31st March 1906 = 1,911*l.* 17*s.* 9*d.*

Scheme approved on 31st January 1902.

Allocation of grant :—

After providing for the Committee's expenses, the said amount to be divided as follows :—

Dundee High School, one-half.

*The School Board of the Burgh of Dundee for their Harris Academy and Morgan Academy Higher Grade Schools, the remaining one-half.

The grants are conditional upon the establishment of certain free scholarships.

EDINBURGH CITY.

Grant for year ended 31st March 1906 = 3,568*l.* 10*s.* 5*d.*

Scheme approved on 18th December, 1902.

Allocation of grant :—

Grants to higher class schools conditional upon the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.* £	s.	d.
Edinburgh Royal High School	40 (for boys)	350	0	0
Edinburgh Ladies' College	52 (for girls)	650	0	0
Edinburgh, George Watson's College for Boys	24 (for boys)	200	0	0
Edinburgh, George Watson's College for Girls	28 (for girls)	350	0	0
Edinburgh, Daniel Stewart's College	24 (for boys)	200	0	0
Total	168	2,250	0	0

Scholarships of 5*l.* tenable for four years at Heriot's Hospital School = 200*l.*

A sum of 945*l.* towards the salaries of teachers and towards providing books and apparatus in Higher Grade Departments, viz. :—

	£
Edinburgh School Board	635
Governors of Gillespie's School	*210
Managers of Church of Scotland Normal School	50
Managers of United Free Church School	50
	945

EDINBURGH COUNTY.

Grant for year ended 31st March 1906 = 1,192*l.* 17*s.* 2*d.*

Scheme approved on 5th January 1906.

Allocation of grant :—

Expenses of Committee = 70*l.*

* These payments have been specially sanctioned under paragraph 10 (5) of the Minute of 10th June, 1907.

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Grants to Higher Grade Schools :—

West Calder, Penicuik, Lasswade, Dalkeith, Juniper Green, Musselburgh. } at 70*l.* each = 420*l.*

An extra Grant of 5*l.* to each Board expending 15*l.* of its grant in paying the travelling expenses to Higher Grade Schools or Departments of Scholars, not being School Bursars, qualified in terms of Article 29 of the Code.

N.B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.

Bursaries :—

	£	s.	d.
12 *School Bursaries* of 3*l.* for the first, 7*l.* 10*s.* for the second, and 15*l.* for the third year, with travelling expenses, for three years, tenable at a Higher Grade School, and awarded by competitive examination amongst children under 13* years of age in attendance at State-aided schools who have satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code - - - -	136	0	0
5 *County Bursaries* of 20*l.*, with travelling expenses, for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools - - - - - - - - - -	250	0	0
Travelling Expenses of Bursars (as above) - - - - -	50	0	0

Capitation grants of 15*s.*, 10*s.* and 5*s.* to Head Teachers of Elementary Schools for each scholar qualified in terms of Article 29 of the Code, transferred to, and remaining for one session at, Higher Grade Schools or Higher Departments.

Elgin County.

Grant for year ended 31st March 1906 = 672*l.* 12*s.* 10*d.*
Contributions by local authorities = 225*l.* 15*s.* 3*d.*
Scheme approved on 29th December 1905.
Allocation of grant :—

1. *Direct subsidies* to the following schools, the grants to the four centres first named being made on condition that free secondary education is given to children who obtain grants under head 2, viz. :—

	£	s.	d.
Elgin Academy - - - - - -	285	0	0
Milne's Institution, Fochabers - - - - -	40	0	0
Forres Public School - - - - -	50	0	0
Grantown Public School - - - - -	50	0	0

2. (*a.*) *Free railway tickets and grants* of 5*l.* to a certain number of children, in specified parishes, who, being under 14 years of age are qualified in terms of Article 29 of the Code to attend the nearest central school for secondary education, or the money value of such tickets towards cost of boarding at the centre.

(*b.*) Two *Bursaries* of 20*l.* and five of 10*l.* for children in certain specified parishes, and two *Bursaries* of 10*l.* for other pupils in outlying districts not otherwise provided for.

3. *Grants for technical education* .—

	£
(*a.*) Victoria School of Science and Art, Elgin - - -	80
Milne's Institution, Fochabers - - - - - -	20
Grantown Public School - - - - - -	20
Forres Public School - - - - - - -	20
	£140

* Scholars over 13 years of age presently preparing at Higher Grade Schools for School Bursaries in anticipation of continuance of conditions of former schemes shall receive Bursaries if among the first four successful candidates.

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(*b.*) One Bursary of 20*l.* tenable at some technical school or college.

(*c.*) Grants for Laundry-work and Cookery = 30*l.*

(*d.*) For teachers' classes under Art. 91 (*d*) of the Code = 40*l.*

(*e.*) Grants to assist teachers in attending Vacation Courses at home or abroad, in terms of Article 91 (*d*) = 20*l.*

(*f.*) Grants for pupils in attendance at Navigation Classes, on the subject being favourably reported on by His Majesty's Inspector = 10*l.*

(*g.*) Grants to enable fishermen to attend lectures and demonstrations at Marine Station, Bay of Nigg, Aberdeen, or elsewhere, under the Fishery Board of Scotland = 20*l.*

FIFE COUNTY.

Grant for year ended 31*st March* 1906 = 2,524*l.* 7*s.* 9*d.*

Scheme approved on 23rd December 1903.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—	£	£
Cupar Bell Baxter School	120	
Dunfermline High School	120	
Kirkcaldy High School	120	= 600
St. Andrews Madras College	120	
Anstruther Waid Academy	120	

(b.) *Capitation grants* to each of these schools of 5*l.* for free scholars (not exceeding 24 in number) who have previously attended for three years at a State-aided school, and propose to follow the full curriculum of a secondary education.

[The free scholars are selected by competitive examination.]

Bursaries : –

Two Bursaries of 10*l.* in connexion with each of the five above-named schools, tenable for three years, and awarded after competitive examination amongst children living three or more miles from a secondary school.

Grants of 5*l.* to 10*l.* to each of not more than 10 scholars who have previously attended a State-aided School for three years and who propose to follow the full curriculum of a Secondary Education, but whose residence is at such distance from a higher class school as to prevent advantage being taken of the free scholarships provided above.

Extra grants for strengthening school staff to :—
Dunfermline High School, 60*l.*
Kirkcaldy High School, 40*l.*

(A further grant of 40*l.* will be given to Dunfermline High School if the funds permit.)

Grants to the following nine schools :—Burntisland, Ferryport-on-Craig, Newport, Leslie, Markinch, Newburgh, Leven, Tullialan and Kincardine, and Buckhaven.

(a.) *Direct subsidy* of 70*l.* to each for teachers' salaries.

(b.) *Further grants* of 25*l.* or 10*l.* according to whether secondary instruction is good or fair.

Grant to Falkland Public School, of 25*l.* or 10*l.* according to whether the secondary instruction is good or fair.

Expenses of Committee, 70*l.*

FORFAR COUNTY.

Grant for year ended 31*st March* 1906 = 1,505*l.* 9*s.* 4*d.*

Scheme approved on 3rd December 1903.

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Allocation of grant :—

I. *Grants to higher class public schools*, viz.—

Arbroath High School,
Brechin High School,
Forfar Academy,
Montrose Academy, as follows :—

Annual grant to each of 250*l*. = 1,000*l*.
on condition that at least 25 free scholarships are provided in each school for children requiring aid for higher education.

II. *Grants to Higher Grade departments* in Broughty Ferry Grove Academy and Kirriemuir Webster's Seminary :—

1. Annual grant of 80*l*. each = 160*l*.

2. Capitation grants of 15*s*. per pupil in the first year's course ; 1*l*. 10*s*. in the second year's, and 2*l*. 10*s*. in the third year's course on condition that at least one free scholarship is provided in each school for every 10*l*. of grant received from the Committee. But no school shall receive more than 230*l*. in all, or 100*l*. for each graduate employed in the higher grade department.

III. *To recognised central schools* situated four miles or more from schools aided under heads I. or II., grants of 25*l*. in addition to capitation grants as specified under head II. But total grant to any school must not exceed 60*l*.

IV. *Capitation grants* to other State-aided day schools in the county, of 1*l*. for each scholar who satisfies His Majesty's Inspector in terms of Article 29 of the Code and who completes a first year's course in a school or department recognised under Chapter IX of the Code or in a higher class school.

V. *Expenses of Committee, not exceeding* 40*l*.

Glasgow Burgh.

Grant for year ended 31st March 1906=6,822*l*. 1*s*. 0*d*

Scheme approved on 15th February 1906

Allocation of grant :—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon provision of free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow, viz. :—

		£
Glasgow High School (boys)	60 free scholarships	1,600
„ High School for Girls	60 „ „	880
Hutchesons' Grammar Schools (boys and girls jointly)	48 „ „	600
Allan Glen's School (boys)	42 „ „	600
St. Aloysius' College (boys)	30 free scholarships in the four schools	250
Secondary departments in : St. Mungo's Academy (boys)		*250
Our Lady and St. Francis' School (girls)		100
Convent School, Garnethill (girls)		80
Govan Dowanhill Practising R.C. School (girls)	20 free scholarships	25
Provanside Public School	(boys and girls) 150 free scholarships	*1,950
John Street „ „		
Kent Road „ „		
Whitehill „ „		
Woodside „ „		
		6,335

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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Grant to school board for higher instruction in continuation classes=*340*l.*

Glasgow Athenæum Commercial College=150*l.*

Expenses of Committee and Contingencies=-100*l.* 14*s.* 10*d.*

Govan Parish.

Grant for year ended 31st March 1906=2,409*l.* 16*s.* 3*d.*

Contributions by local authorities=400*l.*

Scheme approved on 5th January 1904.

Allocation of grant:—

Grants to secondary departments in the following schools:—

	£
Strathbungo Public School	*335
Fairfield Public School	*335
Albert Road Public School	*339
Bellahouston Academy Public School	*375
Hamilton Crescent Public School	*375
Hillhead School	*680
	2,379

These grants are given on condition that 240 free places are provided in four last-mentioned schools, the first two being free schools.

	£	s.	d.
Grant to enable Roman Catholic Scholars to attend certain specified Secondary Schools and Departments	140	0	0
Grant for supply of books to free scholars	175	5	0
Grant for promoting higher instruction in Classes under the Continuation Class Code	*120	0	0
Expenses of Committee	40	0	0

Haddington County

Grant for year ended 31st March 1906=610*l.* 13*s.* 6*d.*

Contributions by local authorities=69*l.* 2*s.* 0*d.*

Scheme approved on 3rd February 1905.

Allocation of grant:—

(1) *Grants to higher class schools and to higher grade departments of State-aided Schools*:—

	£	s.	d.
North Berwick High School	100	0	0
Haddington, Knox Institute	100	0	0
Dunbar (Burgh) Higher Grade Public School	40	0	0

(2) *For School Bursaries*:—(a) Bursaries of 5*l.* for three years (and if funds permit payment towards travelling expenses) to scholars who, after gaining the merit certificate or being authorised for enrolment in terms of Article 29 of the Scotch Code at any State-aided School, other than that in receipt of a slump grant, attend a Higher Class Public School, or a School with an approved Higher Department in the County, £310.

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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(b) *Capitation grants* of 1*l.* to schools which do not receive other aid under the scheme, for each scholar who, having gained a Merit Certificate, or having been authorised for enrolment in terms of Article 29 of the Scotch Code at such school, receives instruction for at least one year in an approved secondary school, or in a school with an approved higher department, 30*l.*

Expenses of Committee = 30*l.*

Technical Education :—

	£	*s.*	*d.*
To North Berwick High School for apparatus for physical laboratory and teachers' salaries (including sum voted last year and interest) - - -	172	11	6

INVERNESS COUNTY.

Grant for year ended 31*st March* 1906 = 1,156*l.* 14*s.* 5*d.*

Contributions by local authorities = 325*l.* 3*s.* 5*d.*

Scheme approved on 29th January 1906.

Allocation of grant :—

Bursaries and Special Subsidies :—

I. District Bursaries.—(*a.*) Ten Bursaries of 15*l.*, one to each county district and two additional to the Skye District, tenable for three or more years at certain specified Schools : where attendance does not involve continuous residence from home, only one-half of the said sum will be payable. Competitors must be not less than twelve or more than fifteen years of age.

(*b*) Five special Bursaries of 15*l.*, irrespective of districts, tenable for three or more years.

NOTE.—A premium will be paid to the teacher, of 1*l.* for each successful competitor for a Bursary, and will be increased by 1*l.* for each of two Secondary specific subjects in which the successful Bursar shows satisfactory grounding.

II. Centre Bursaries.—100*l.* will be allotted in yearly Bursaries not exceeding 5*l.* to pupils not holding Bursaries under head I.

III. Special fixed inclusive subsidies to :—

	£
Inverness Royal Academy - - - - -	100
Kingussie Public School - - - - -	50
Portree Public School - - - - -	50
Fort William Public School - - - -	50
Glen-Urquhart Public School - - - -	50

These subsidies are conditional upon the provision of free education for County pupils or Bursars under this scheme.

C. *Expenses of the Committee* = 60*l.*

The Scheme for Technical Education is suspended for the year ending 15th May, 1907, except as follows :—

1. Bursaries awarded under previous Schemes.

2. A grant of £50 to Aberdeen and North of Scotland Agricultural College.

3. Further instruction of rural teachers (Art. 91 (d) of the Code).

4. Special Grant of 75*l.* to Burgh School Board, for the High School, on condition that the School, with its Technical and Science Staff and equipment, be available to County Pupils or Teachers.

5. The committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education from any probable balance of the fund within the currency of this Scheme.

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KINCARDINE COUNTY.

Grant for year ended 31st March 1906 = 534*l.* 19*s.* 4*d.*

Contributions by local authorities = 272*l.* 19*s.* 6*d.*

Scheme approved on 24th December 1903.

Allocation of grant:—

I. *Grant to higher class school:—*
Stonehaven, Mackie Academy = 210*l.* conditionally upon the provision of certain free places.

II. *Grant for maintenance of secondary department* at Banchory-Ternan Central Public School = 70*l.*

III. Twenty free scholarships of the annual value of 7*l.* (with an additional allowance in some cases for travelling or boarding), tenable for one year at higher class schools or the secondary department at Banchory-Ternan or in the Practising School attached to either of the Training Colleges at Aberdeen by scholars under 13, qualified under Article 29 of the Code, who have attended a public or State-aided School in the County and who reside more than 3 miles from the schools receiving grants under heads I. or II. = 140*l.*

IV. *Grants to School Boards or Managers of State-aided Schools* in the case of Schools not in receipt of grants under heads I. or II. in respect of Scholars transferred to more advanced Schools or Departments, 15*s.* per head, payable to the teaching staff.

V. *Grants for Technical Education:—*

	£
(1.) Stonehaven, Mackie Academy - - - - - - -	150
(2.) Banchory-Ternan, Central Public School - - -	15
(3.) Montrose Academy - - - - - - - - -	20
(4.) Teachers' classes under Art. 91 (*d*) of the Code, and grants to Teachers attending Technical Classes not exceeding	100

(5.) Capitation grants to technical classes, in schools not otherwise in receipt of Grants under head V. in terms of the Continuation Class Code or otherwise, under certain conditions and within certain limits, of 3*s.* 4*d.* for theoretical and 6*s.* 8*d.* for practical instruction per pupil per hour per week for a minimum session of 15 weeks.

[The Committee have intimated that lack of funds will prevent payment under this section.]

The expenses of the Committee to be met from the balance.

KINROSS COUNTY.

Grant for year ended 31st March 1906 = 270*l.* 15*s.* 7*d.*

Scheme approved on 1st February 1898.

Allocation of grant:—

So far as funds permit free scholarships at Dollar Institution, for not more than 4 years (with travelling expenses), will be provided for scholars who are qualified for enrolment in terms of Article 29 of the Code, or possess an equivalent qualification recognised by the Scotch Education Department. Selection will be by examination if necessary.

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KIRKCUDBRIGHT COUNTY.

Grant for year ended 31*st March* 1906 = 619*l.* 13*s.* 3*d.*

Contributions by local authorities = 321*l.* 2*s.* 4*d.*

Scheme approved on 5th February 1903.

Allocation of grant:—

Grants to higher class schools under certain conditions, viz.:—

	£	£
Kirkcudbright Academy (12 free places)	200	
Dumfries Academy (8 free places)	90	335
Ewart and Douglas High Schools Newton Stewart (4 free places)	45	

(The free places are to be awarded to children of not more than years of age who live within 4 miles of the School.)

Grants to higher grade departments at:—

	£	£
Castle Douglas Public School	90	180
Dalbeattie " "	90	

Grants for Technical Education to:—

	£	s.	d.
Kirkcudbright Academy	60	0	0
Castle Douglas Public School	70	0	0
Dalbeattie Public School	70	0	0
School Board of Kirkcudbright Burgh (for technical or science instruction)	26	1	2
School Board of Castle Douglas (for technical or science instruction)	20	0	0
Dumfries Academy	10	0	0

Bursaries:—14 Bursaries of 15*l.*, tenable for 4 years, and open to pupils, not more than 13 years of age, who live more than 4 miles from any of the above-named schools.

Expenses of Committee = 40*l.*

LANARK COUNTY.

Grant for year ended 31*st March* 1906 = 5,333*l.* 5*s.* 2*d.*

Scheme approved on 24th December 1903.

Allocation of grant:—

	£
(*a.*) *Expenses of Committee*	150
(*b.*) *Grant* to Hamilton Academy	650
(*c.*) *Capitation grants* of 2*l.* 10*s.* on the average attendance of pupils who have satisfied the requirements of Article 29 of the Code, to 19 selected Higher Grade Schools situated at suitable Centres throughout the County. Estimated at	3,533

In schools where fees are charged, one free place must be provided for each 10*l.* of Grant obtained. In no case will the Committee's grant exceed three-fourths of a certified deficiency as shown by the School accounts.

	£
(*d.*) *Grants* of 2*l.* to teachers of other than Central Schools in respect of each pupil who gains the Merit Certificate or passes the qualifying examination and is transferred to an approved Secondary Department	600
(*e.*) Ten Bursaries of 10*l.* for Upper Ward, ten of 5*l.* for Middle Ward, and ten of 5*l.* for Lower Ward, tenable for two or more years at Central Schools by scholars from parishes that have no Central School. The 10*l.* Bursaries will be increased to 12*l.* 10*s.* in the second and to 15*l.* in the third year: the 5*l.* Bursaries to 7*l* 10*s.* in the second and to 10*l.* in the third year	200

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(*f.*) Four 15*l.* Bursaries tenable for two years at Hamilton Academy, by scholars who have completed two years of advanced instruction in other Schools - - - £60

(*g.*) Payments to second and third year Bursars - - - 360

Leith Burgh.

Grant for year ended 31*st March* 1906 = 1,022*l.* 10*s.* 3*d.*

Scheme approved on 2nd January, 1906.

Allocation of grant:—

Subsidies to secondary departments in—

	£	£	*s.*	*d.*
Trinity Academy (formerly Craighall Road Public School) - - - - - - - -	*176	652	0	0
Leith Academy - - - - - - - -	*476			
Bursaries at the above-named schools - - - -		224	0	0
Grant to evening school. For Bursaries and maintenance of Leith Technical College - - - - - - - -		*100	0	0
Expenses of Committee - - - - - - -		46	10	3

Linlithgow County.

Grant for year ended 31*st March* 1906 = 905*l.* 14*s.* 4*d.*

Contributions by local authorities = 892*l.* 2*s.* 2*d.*

Secondary Scheme approved on 21st February, 1905.

Technical Scheme approved 10th January, 1906.

Allocation of grant:—

A. *Grants to higher class school and secondary departments*, viz.:—

	£	£
(*a.*) To Linlithgow Academy (higher class school) -	200	400
(*b.*) To Bathgate Academy (secondary department) -	100	
„ Bo'ness, Anderson Academy (secondary department) - - - - - - - - -	100	

(*c.*) Further grants to the above-named schools directly proportioned to, but not exceeding two-thirds of, a certified deficiency as shewn by the school accounts.

B. Payment of railway fares to recognised centre schools of scholars qualified in terms of Article 29 of the Code, at schools two or more miles from such centres.

C. Grants to the teachers in schools not receiving a grant under head A, of 1*l.* for each scholar qualified in terms of Article 29 of the Code, who is transferred to and remains in a secondary school or department for at least two years.

Technical Education.

Special Technical Classes:—

(*a*) Provision of Special Classes at Bo'ness, Linlithgow, Bathgate, Broxburn, Fauldhouse, Torphichen, Kirkliston and Blackridge, for a three years' course or otherwise in technical subjects, students to be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.

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* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

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(*b*) Provision of Special Classes for Teachers at Bo'ness and Bathgate, in the subject of Woodwork, teachers to be allowed their railway fares, provided they attend the final Examination.

(*c*) Payment of class fees and railway fares to enable students, who have attended satisfactorily the Classes referred to under (*a*) for three sessions, to attend classes at other places approved by the Committee.

(*d*) A grant of 100*l*. to the Edinburgh and East of Scotland College of Agriculture to carry on experiments within the County, and to establish classes in agricultural subjects.

NAIRN COUNTY.

Grant for year ended 31*st March*, 1906=292*l*. 12*s*. 7*d*.

Scheme approved on 15th January, 1904.

Allocation of grant:

1. University Bursary of 16*l*. tenable for three years, open to pupils of *Nairn, Rose's Academical Institution.*
2. Instalment of Bursary of 30*l*., awarded under scheme for 1901-1902 tenable for four years at a Secondary School.
3. The ordinary school fees at *Nairn Rose's Academical Institution* to be paid for pupils under 13 from State-aided Schools who have qualified in terms of Article 29 of the Scotch Code.
4. After payment of *Committee's expenses* the residue of the grant to go to *Nairn, Rose's Academical Institution*, under certain conditions.

ORKNEY COUNTY.

Grant for year ended 31*st March*, 1906=504*l*. 16*s*. 6*d*.

Scheme approved on 13th November, 1902.

Allocation of grant:—

1. *Expenses of Committee*, 40*l*.

2. *Capitation Grants* of 3*l*. on the average attendance in the Higher Grade Departments of—

	£
Kirkwall (Burgh) Public School (total grant not to exceed	160)
Stromness Public School - („ „	90)

3 (*a*). Ten Bursaries of 3*l*. tenable for two years at a Secondary School, open to pupils from schools other than those mentioned under Head 2, who have satisfied His Majesty's Inspector in terms of Article 29 of the Code, and are under 14.

(*b*). Five Bursaries of 12*l*. open to pupils under 16, and three of 6*l*. for pupils residing in the Parishes of Kirkwall and St. Ola and Stromness, tenable for two years with free education at Kirkwall or Stromness Public Schools.

PEEBLES COUNTY.

Grant for year ended 31*st March*, 1906=359*l*. 13*s*. 8*d*.

Scheme approved on 23rd November, 1897.

Allocation of grant:—

To higher class school, viz.:
Peebles Burgh and County High School, 350*l*.

Payment of one half the deficit on the working of the higher department of West Linton Public School, up to but not exceeding 16*l*.

The remainder to be held over for the *Committee's expenses*, &c., and any balance remaining in hand to be added to the grant to Peebles Burgh and County High School.

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Perth County.

Grant for year ended 31*st March* 1906 = 1,516*l.* 19*s.* 2*d.*

Scheme approved on 11th December, 1905.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
(*a.*) Direct subsidies :—		
Perth Academy	200	570
Perth, Sharp's Institution	120	
Crieff, Morrison's Academy	150	
Callander, McLaren High School	100	

(*b.*) *Capitation grant of* not more than 1*l.* on the average attendance of scholars in the above schools who are over 12 years of age. (The grant may be reduced or withheld if efficiency of secondary instruction is unsatisfactory.)

(2.) *Grants to higher grade departments in* :—

Aberfeldy Public School.
Blairgowrie Public School.
Alyth Public School.
Coupar-Angus Public School.
Pitlochry Public School, viz.:—

(*a.*) *Capitation grants of* 2*l.* on average attendance of pupils who are qualified under Article 29 of the Code.

(3) Five bursaries (one for each county district) of 15*l.* tenable for three years at a Higher Class School or Higher Grade Department to be approved by the Committee, open to Scholars under 12 who are qualified under Article 29 of the Code and whose residence is more than three miles from any of the Schools named in sections (1) or (2) above.

(4) Grant of 3*l.* to teacher of the Elementary School in which bursar was prepared.

(5.) A sum of 30*l.* reserved for awarding Grants and Bursaries in cases considered by Committee to be deserving of exceptional treatment.

(6.) *Expenses of Committee* = 50*l.*

Renfrew County.

Grant for year ended 31*st March* 1906 = 3,328*l.* 19*s.* 10*d.*

Scheme approved on 31st January 1906.

Allocation of grant :—

Grants to higher class schools :—	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy („ „ „ 100 „ „)	650
Grant (1) for free places in higher class schools in Glasgow, for scholars from the parishes of Eaglesham and Mearns, and that part of the County which lies north of the River Clyde and scholars attending Busby Public School and (2) for free places in Spier's School, Beith, for scholars from the parishes of Lochwinnoch, Neilston, and Kilbarchan, and (3) for free places (not exceeding 20) for Roman Catholic scholars in secondary schools in Glasgow, not exceeding 6*l.* per scholar (about)	300

The free places will be awarded by competitive examination. Roman Catholic children gaining free places may attend at Roman Catholic Secondary Departments in Paisley or Greenock, and will receive travelling expenses.

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Grants to higher departments in State-aided schools of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
†Paisley, John Neilson Institution (on condition that 20 free places are provided)	250*
Greenock, Holmscroft Public School	350*
Cathcart, Queen's Park Public School	350*
Kilmacolm Public School	90
Shawlands Academy	200*
Port Glasgow, Jean Street Public School	90
Renfrew Burgh, Blythswood Testimonial Public School	90
Neilston, Grahamston Public School	120*
Paisley Camphill Public School	100

To secondary departments which may be established in Roman Catholic schools in Paisley or Greenock a capitation grant of 4*l.* (for two years only) in respect of each Roman Catholic scholar in attendance who has passed the qualifying examination under Article 29 of the Scotch Code and resides within the district of the Committee = about 60*l.*

For *travelling expenses of free Scholars*, and scholars attending higher departments = about 250*l.*

Expenses of Committee = 120*l.*

Ross and Cromarty County.

Grant for year ended 31st March 1906 = 1,012*l.* 0*s.* 1*d.*

Contributions by local authorities = 399*l.* 8*s.* 1*d.*

Scheme approved on 31st January 1906.

Allocation of grant :—

A. *Bursaries :—*

	£
(*a.*) Twenty school Bursaries of 5*l.* tenable for at least one year with free scholarships at the central schools mentioned below, by children living three or more miles from a central school	= 100
(*b.*) Six Bursaries of 20*l.* (one for each county district) tenable for at least two years by pupils whose attendance at a central school involves continuous residence from home, one-half only of the Bursary being payable if the Bursar can attend such School from his own home. Competitors must be between the ages of 12 and 16 years	= 120
(*c.*) Eight Bursaries of not less than 10*l.* tenable for at least two years by Lewis pupils whose attendance at the Nicolson Public School involves continuous residence from home	= 80
(*d.*) Bursaries at Tain Royal Academy	= 60
(*e.*) A premium of 2*l.* to teachers of non-central schools in respect of each successful Bursar prepared by them, and an additional sum of 1*l.* in respect of each successful Bursar who shows proficiency in an optional examination covering the second stages of two Secondary Specific Subjects	= 15
(*f.*) Five Bursaries of 20*l.* continued under previous scheme	= 100
(*g.*) Lewis Bursaries continued under previous scheme	= 20

*These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

†This subsidy is a matter of special adjustment, and is not subject to the three-fourths limit owing to fees being charged in the School.

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B. *Direct subsidies to central schools for additions to staff, equipment, &c.* :—

	£
Tain Royal Academy	40
Invergordon Public School	67
Dingwall Public School	107*
Fortrose Academy	47
Ullapool Public School	40
Plockton Public School	40
Stornoway Nicolson Public School	100
Cromarty Public School	34
	475

D. *Expenses of Committee* = 45*l.*

Technical education grant :—

I. *Teachers' courses.*—The Committee may subsidise one or more of such courses (approved by the Department).

II. *Special grants.*—75*l.* each to Tain Royal Academy, Dingwall Academy, and Stornoway Nicolson Public School, and 50*l.* to Invergordon Public School towards special staff for technical instruction, subject to certain conditions.

III. The Committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education, if funds permit.

Roxburgh County.

Grant for year ended 31*st March* 1906 = 715*l.* 2*s.* 9*d.*

Contributions by local authorities = 616*l.* 15*s.* 11*d.*

Scheme approved on 19th March 1906.

Allocation of grant :—

1. *Expenses of Committee* = 40*l.*

2. Travelling expenses of scholars attending Kelso High School, Teviot Grove Academy, Hawick, and Jedburgh Grammar Public School, 60*l.*

3. To higher class schools at Hawick and Kelso :—

(*a.*) *Fixed subsidies* :—

	£ s. d.	£ s. d.
Hawick	160 0 0	= 430 0 0
Kelso	270 0 0	

(*b.*) *Payments of 3l. each in respect of twenty-one free scholarships* entitling the holder to free education in the Kelso High School. Candidates must be qualified in terms of Article 29 of the Code = 63*l.*

(*c*) A Special Grant to Teviot Grove Academy, Hawick, in lieu of grant formerly given for scholarships = 26*l*

4. Grant towards maintenance of Jedburgh Grammar Public School, 70*l.* 0*s.* 0*d.*

5. To Melrose Public School a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar in average attendance who, after having satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code, receives secondary instruction.

6. The surplus, if any, to be given to the Higher Class Schools at Kelso and Hawick, and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under 3*a* and 4 above.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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Grants for technical education :—

1. To secondary schools, viz. :—

	£	s.	d.
Hawick, Teviot Grove Academy	130	0	0
Kelso High School	250	0	0
Jedburgh Grammar Public School	50	0	0

2. To Edinburgh and East of Scotland College of Agriculture - - - - - - - - - 150 0 0

3. Balance to be divided equally between the Higher Class Schools at Kelso and Hawick and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under Section 1 above.

N.B.—All the grants to Hawick Teviot Grove Academy are subject to satisfactory settlement of the question of the status of the School

Selkirk County.

Grant for year ended 31*st March* 1906 = 448*l.* 8*s.* 3*d.*

Scheme approved on 15th February 1906.

Allocation of grant :—

	£	s.	d.
1. *A Grant to the School Board of Yarrow*, equal to one-half of such extra expense as shall be shown by its accounts to have been incurred in its higher department, but not exceeding - -	25	0	0
2. *Six Bursaries of* 12*l. each*, tenable for three years at Selkirk High School, Galashiels Academy, or Yarrow Public School, by children in the County between eleven and fourteen years of age, and residing beyond three miles from the nearest of these schools - - - - - -	72	0	0

After payment of the Committee's expenses, *two-thirds* of the remainder is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school*, and the remaining *one-third* to the governors of the Scott and Oliver Trust, towards the maintenance of Selkirk High School - - - - - - - - - £351 8 3

Shetland County.

Grant for year ended 31*st March* 1906 = 499*l.* 3*s.* 3*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

I. *For Bursaries* tenable, with free education at Lerwick Secondary School = 210*l.*

(The Bursaries are not as a rule open to children living within three miles of Lerwick.)

II. A Grant of 5*l.* to the teachers in cases where Bursars are prepared in Schools having only one certificated teacher.

III. *Capitation grants to advanced departments of State-aided schools* :—
3*l.* for each scholar qualified in terms of Article 29 of the Code who receives satisfactory instruction in secondary subjects throughout the year.

IV. The residue,* after meeting the *expenses of the Committee*, to go, so far as required, for the purpose of providing efficient secondary education in the Anderson Institute, to the School Board of Lerwick, on condition that free education be given therein to all Bursars, and all children in the county over 13 who are qualified in terms of Article 29 of the Code. Any balance to be applied for Bursaries under Head I.

V. The balance from previous years' grants may be applied for providing small Bursaries.

* This payment has been specially sanctionod under paragraph 10 (*b*) of the Minute of 10th June 1897.

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Stirling County.

Grant for year ended 31*st March* 1906 = 1,707*l.* 13*s.* 9*d.*

Scheme approved on 9th May 1906.

Allocation of grant :—

1. Grants to higher class schools :—

	£
Stirling High School	450
Falkirk „ „	550

2. Grant to Higher Grade department at :—

	£
Grangemouth Grange Public School	150

3. Grants of 2*l.* per head to the head teachers of other State-aided schools for each scholar qualified in terms of Article 29 of the Code who passes into and remains one session in an approved higher school.

4. Bursaries not exceeding 15 in number (all to be open to, and six of them to be confined to, candidates residing in Parishes in the Western District and parish of Kilsyth, and nine of them to candidates residing within the remainder of the County, exclusive of the School Board areas of Falkirk, Stirling and Grangemouth) of 5*l.* for the first year, 7*l.* 10*s.* for the second year, and 10*l.* for subsequent years, with railway fares to an approved Higher School ; open to scholars qualified in terms of Article 29 of the Code.

N.B.—In no case shall the grant to any School exceed four-fifths of the certified deficiency.

Sutherland County.

Grant for year ended 31*st March* 1906 = 427*l.* 14*s.* 5*d*

Contributions by local authorities = 186*l.* 9*s.* 9*d.*

Scheme approved on 5th November 1904.

Allocation of grant :—

I. To five selected central schools with higher grade departments three-fourths of a certified deficiency, but not exceeding the following sums, viz. :—

	£
Dornoch Public School	80
Golspie „ „	70
Clyne „ „	80
Helmsdale „ „	80
Lairg „ „	80

II. A Bursary of 10*l.* for pupils under 13, tenable for two years at a Higher Grade or Higher Class School, for each of the parishes of Assynt, Creich, Durness, Eddrachillis, Farr, Rogart, and Tongue.

III. *Technical Education* :—

(1.) A grant of 150*l.* to the Sutherland Technical Higher Grade School to cover the cost of the board and education of five bursars.

(2.) A Bursary of 10*l.* for pupils under 13, tenable for two years at a Higher Grade or Higher Class School, for each of the parishes of Clyne, Dornoch, Golspie, Kildonan, Lairg and Loth.

(3.) Four county Bursaries of 5*l.* for the first year and 7*l.* 10*s.* for the second year for children under 16, tenable at Higher Grade or Higher Class Schools. The amounts to be increased by 5*l.* if bursar has to reside from home.

IV. Expenses of Committee = 40*l.*

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WIGTOWN COUNTY.

Grant for year ended 31*st March* 1906 = 545*l.* 16*s.* 0*d.*
Contributions by local authorities = 20*l.* 4*s.* 9*d.*
Scheme approved on 22nd January 1904
Allocation of Grant :—

		£	s.	d.
(a.)	*To higher class schools* :—			
	To Stranraer High School, 100*l.*; and 115*l.* for the fees of 20 pupils	215	0	0
	To Ewart and Douglas High Schools, Newton Stewart, 100*l.*; and 45*l.* for the fees of 15 pupils	145	0	0
		£360	0	0

		£	£
(b.)	*To secondary departments* at—		
	Wigtown Burgh and Parish Public School	70	= 140
	Whithorn Principal Public School	70	
(c.)	*To other State-aided Schools* :-		
	Kirkmaiden Central Public School	£25	£50
	Port William Public School	£25	
(d)	*Expenses of Committee*, 27*l.* 0*s.* 10*d.*		

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TABLE

STATEMENT showing separately, for each SECONDARY EDUCATION COMMITTEE the Year ended 15th May 1905, and the number of Schools and individual

No.	Committee.	INCOME.			
		1. Balance in hand on 15th May 1904.	2. Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	36 6 5	1,330 8 4	—	2 8 8
2	Aberdeen (County)	3,306 8 5	1,902 17 9	930 6 2	23 7 2
3	Argyll	295 14 4	968 10 10	—	8 1 6
4	Ayr	9,461 12 0	2,891 3 4	2,320 18 11	211 16 2
5	Banff	1,059 14 9	856 5 9	54 4 11	15 18 4
6	Berwick	427 18 6	530 12 6	658 11 3	7 12 11
7	Bute	35 17 9	399 10 11	—	—
8	Caithness	1,446 14 6	559 14 11	224 10 3	25 1 9
9	Clackmannan	3 9 4	538 17 11	16 1 10	—
10	Dumbarton	1,232 12 0	1,410 3 10	—	14 17 7
11	Dumfries	355 6 1	*	*1,076 16 3	14 3 4
12	Dundee (Burgh)	—	1,911 17 9	—	2 14 10
13	Edinburgh (City)	1,423 9 10	3,568 10 5	—	17 11 3
14	Edinburgh (County)	9 1 10	1,192 17 2	—	—
15	Elgin	193 4 10	672 12 10	265 6 2	8 13 3
16	Fife	954 6 2	2,524 7 9	—	25 19 1
17	Forfar	44 10 2½	1,505 9 4	—	3 1 6
18	Glasgow (City)	151 16 0	6,822 1 9	—	2 11 10
18A	Govan	1,508 9 2	2,409 16 3	425 0 0	35 6 1
19	Haddington	75 3 2	610 13 6	78 13 7	10 0
20	Inverness	819 10 9	1,156 14 5	366 3 9	4 9 3
21	Kincardine	540 3 4	534 19 4	330 16 0	10 5 6
22	Kinross	255 10 4	270 15 7	—	2 11 3
23	Kirkcudbright	102 16 4	619 13 3	324 0 1	2 5 5
24	Lanark	1,067 11 0	5,333 5 2	—	57 3 4
24A	Leith (Burgh)	265 13 1	1,022 10 3	—	3 13 10
25	Linlithgow	1,045 0 3	995 14 4	965 2 6	15 10 3
26	Nairn	45 0 4	292 12 7	—	—
27	Orkney	62 10 3	504 16 6	—	2 11 4
28	Peebles	18 7 3	359 13 3	—	—
29	Perth	668 11 11	1,516 19 2	—	12 4 3
30	Renfrew	2,210 2 3	3,328 19 10	—	19 3 3
31	Ross and Cromarty	1,781 7 0	1,012 0 1	472 3 2	34 3 6
32	Roxburgh	1,250 12 0	715 2 9	700 13 3	13 0 0
33	Selkirk	100 0 0	448 3 3	—	—
34	Stirling	711 6 1	1,707 13 9	—	11 11 2
35	Sutherland	1,290 13 3	427 14 5	214 2 6	25 0 3
36	Wigtown	14 4 0	545 16 9	23 1 3	4 5 7
37	Zetland	336 2 3	499 3 3	—	2 7 7
	Total	34,607 4 0½	54,329 3 11	9,740 17 5	645 16 10

* The full sum payable to the Committee under Column 3 was £1,410 2s. 3d.; but of this, £333 6s. 0d., together with the Grant of £970 16s. 1d. under Column 2, will fall into the Statement for the year 1905–06—as also will the relative Expenditure under Columns 2 and 4 of the Expenditure portion of this Statement.

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VII.

Sums actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

5. From other Sources.	Total Income.	EXPENDITURE. 1. Expenses of Committee.	2. Direct Subsidies to (a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	1,869 3 5	24 13 4	1,500 0 0	300 0 0	1,800 0 0	6	1
—	6,162 18 10	466 2 3	—	300 0 0	300 0 0	3	2
—	1,292 6 8	42 1 0	—	—	—	—	3
—	15,185 10 5	518 12 4	—	—	—	—	4
—	1,986 3 9	46 0 7	—	987 14 7	987 14 7	20	5
—	1,618 15 2	20 10 6	1,000 0 0	100 0 0	1,100 0 0	3	6
—	435 8 8	14 17 0	—	290 0 0	290 0 0	1	7
—	3,256 1 10	54 3 6	—	523 19 10	523 19 10	6	8
—	558 9 1	15 7 6	120 0 0	420 0 0	540 0 0	4	9
—	2,657 13 5	66 2 4	—	580 0 0	580 0 0	6	10
13 2 6	1,459 13 2	120 7 2	*	*	*	*	11
—	1,914 12 7	23 6 1	945 13 3	945 13 3	1,891 6 6	3	12
—	5,009 11 6	137 2 0	2,250 0 0	945 0 0	3,195 0 0	10	13
—	1,201 19 0	51 13 11	—	412 10 0	412 10 0	7	14
—	1,189 17 6	44 8 11	285 0 0	343 0 0	628 0 0	9	15
—	3,504 13 0	66 11 1	1,440 0 0	810 0 0	2,250 0 0	15	16
—	1,558 1 0½	35 18 0	1,000 0 0	105 0 0	1,105 0 0	6	17
—	6,976 8 10	52 15 0	3,930 0 0	2,400 0 0	6,330 0 0	14	18
—	4,878 11 6	31 0 0	1,044 15 0	½,734 5 0	3,779 0 0	6	18A
—	765 0 3	27 18 8	200 0 0	40 0 0	240 0 0	3	19
15 7 11	2,362 11 1	124 4 7	100 0 0	200 0 0	300 0 0	5	20
—	1,416 9 2	80 15 10	380 0 0	85 0 0	465 0 0	3	21
—	523 17 2	14 19 6	—	—	—	—	22
—	1,045 15 1	40 16 3	431 0 2	360 0 0	791 0 2	5	23
—	6,457 19 6	141 5 6	650 0 0	—	650 0 0	1	24
—	1,291 17 2	55 14 10	—	700 0 0	700 0 0	2	24A
12 1 4	2,943 9 6	390 2 1	200 0 0	200 0 0	400 0 0	3	25
—	337 12 11	13 18 6	244 15 0	—	244 15 0	1	26
—	569 18 6	43 10 11	—	—	—	—	27
—	378 1 4	6 6 0	337 7 8	—	337 7 8	1	28
—	2,197 15 4	40 9 4	570 0 0	—	570 0 0	4	29
—	5,558 10 4	117 10 7	2,050 0 0	1,610 0 0	3,660 0 0	11	30
56 6 6	3,356 5 4	125 13 11	115 0 0	619 0 0	734 0 0	9	31
—	2,679 8 0	40 6 8	989 7 9	103 14 4	1,093 2 1	3	32
—	548 8 3	25 3 9	327 8 0	25 0 0	352 8 0	3	33
—	2,430 11 0	65 10 10	1,000 0 0	150 0 0	1,150 0 0	3	34
—	1,957 10 10	52 13 3	—	515 0 0	515 0 0	6	35
—	587 6 10	17 16 11	360 0 0	165 0 0	525 0 0	5	36
—	837 13 6	23 19 2	—	395 0 0	395 0 0	1	37
96 18 3	99,420 0 5½	3,280 4 7	21,470 6 10	17,364 17 0	38,835 3 10	188	

* See footnote on previous page.

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended 15th May 1905, and the number of Schools and individual

No.	Committee.	INCOME. 1. Balance in hand on 15th May 1904.	2. Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	36 6 5	1,830 8 4	—	2 8 8
2	Aberdeen (County)	3,306 8 5	1,902 17 9	930 6 2	23 7 2
3	Argyll	295 14 4	968 10 10	—	8 1 6
4	Ayr	9,461 12 0	2,891 3 4	2,520 18 11	211 16 2
5	Banff	1,059 14 9	856 5 9	54 4 11	15 18 4
6	Berwick	427 18 6	530 12 6	652 11 3	7 12 11
7	Bute	35 17 9	399 10 11	—	—
8	Caithness	1,446 14 6	559 14 11	224 10 3	25 1 9
9	Clackmannan	3 9 4	538 17 11	16 1 10	—
10	Dumbarton	1,232 12 0	1,410 3 10	—	14 17 7
11	Dumfries	355 6 1	*	*1,076 16 3	14 8 4
12	Dundee (Burgh)	—	1,911 17 9	—	2 14 10
13	Edinburgh (City)	1,425 9 10	3,568 10 5	—	17 11 3
14	Edinburgh (County)	9 1 10	1,192 17 2	—	—
15	Elgin	193 4 10	672 12 10	265 6 2	8 13 8
16	Fife	954 6 2	2,524 7 9	—	25 19 1
17	Forfar	44 10 2½	1,505 9 4	—	3 1 6
18	Glasgow (City)	151 16 0	6,822 1 9	—	2 11 10
18A	Govan	1,508 9 2	2,409 16 3	425 0 0	35 6 1
19	Haddington	75 3 2	610 13 6	78 13 7	10 0
20	Inverness	819 10 9	1,156 14 5	366 3 9	4 9 3
21	Kincardine	540 3 4	534 19 4	330 16 0	10 5 6
22	Kinross	255 10 4	270 15 7	—	2 11 3
23	Kirkcudbright	102 16 4	619 13 3	324 0 1	2 5 5
24	Lanark	1,067 11 0	5,333 5 2	—	57 3 4
24A	Leith (Burgh)	265 13 1	1,022 10 3	—	3 13 10
25	Linlithgow	1,045 0 8	905 14 4	965 2 6	15 10 3
26	Nairn	45 0 4	292 12 7	—	—
27	Orkney	62 10 3	504 16 6	—	2 11 4
28	Peebles	18 7 3	359 13 3	—	—
29	Perth	668 11 11	1,516 19 2	—	12 4 3
30	Renfrew	2,210 2 3	3,328 19 10	—	19 3 3
31	Ross and Cromarty	1,781 7 0	1,012 0 1	472 3 3	34 3 6
32	Roxburgh	1,250 12 0	715 2 9	700 13 2	13 0 0
33	Selkirk	100 0 0	448 3 3	—	—
34	Stirling	711 6 1	1,707 13 9	—	11 11 2
35	Sutherland	1,290 13 3	427 14 5	214 2 6	25 0 3
36	Wigtown	14 4 0	545 16 0	23 1 3	4 5 7
37	Zetland	336 2 3	499 3 3	—	2 7 7
	Total	34,607 4 0½	54,329 3 11	9,740 17 5	645 16 10

* The full sum payable to the Committee under Column 3 was £1,410 2s. 3d.; but of this, £333 6s. 0d., together with the Grant of £970 16s. 1d. under Column 2, will fall into the Statement for the year 1905-06—as also will the relative Expenditure under Columns 2 and 4 of the Expenditure portion of this Statement.

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VII.

Sums actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

5. From other Sources.	Total Income.	EXPENDITURE. 1. Expenses of Committee.	2. Direct Subsidies to (a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	1,869 3 5	24 13 4	1,500 0 0	300 0 0	1,800 0 0	6	1
—	6,162 18 10	466 2 3	—	300 0 0	300 0 0	3	2
—	1,292 6 8	42 1 0	—	—	—	—	3
—	15,185 10 5	518 12 4	—	—	—	—	4
—	1,986 3 9	46 0 7	—	987 14 7	987 14 7	20	5
—	1,618 15 2	20 10 6	1,000 0 0	100 0 0	1,100 0 0	3	6
—	435 8 8	14 17 0	—	290 0 0	290 0 0	1	7
—	2,256 1 10	54 3 6	—	523 19 10	523 19 10	6	8
—	558 9 1	15 7 6	120 0 0	420 0 0	540 0 0	4	9
—	2,657 13 5	66 2 4	—	580 0 0	580 0 0	6	10
13 2 6	1,459 13 2	120 7 2	*	*	*	*	11
—	1,914 12 7	23 6 1	945 13 3	945 13 3	1,891 6 6	3	12
—	5,009 11 6	137 2 0	2,250 0 0	945 0 0	3,195 0 0	10	13
—	1,201 19 0	51 13 11	—	412 10 0	412 10 0	7	14
—	1,139 17 6	44 8 11	285 0 0	343 0 0	628 0 0	9	15
—	3,504 13 0	66 11 1	1,440 0 0	810 0 0	2,250 0 0	15	16
—	1,558 1 0½	35 18 0	1,000 0 0	105 0 0	1,105 0 0	6	17
—	6,976 8 10	52 15 0	3,980 0 0	2,400 0 0	6,380 0 0	14	18
—	4,878 11 6	31 0 0	1,044 15 0	2,734 5 0	3,779 0 0	6	18A
—	765 0 3	27 13 8	200 0 0	40 0 0	240 0 0	3	19
15 7 11	2,362 11 1	124 4 7	100 0 0	200 0 0	300 0 0	5	20
—	1,416 9 2	80 15 10	380 0 0	85 0 0	465 0 0	3	21
—	528 17 2	14 19 6	—	—	—	—	22
—	1,048 15 1	40 16 3	431 0 2	360 0 0	791 0 2	5	23
—	6,457 19 6	141 5 6	650 0 0	—	650 0 0	1	24
—	1,291 17 2	56 14 10	—	700 0 0	700 0 0	2	24A
12 1 4	2,943 9 6	390 2 1	200 0 0	200 0 0	400 0 0	3	25
—	337 12 11	18 18 6	244 15 0	—	244 15 0	1	26
—	569 18 6	43 10 11	—	—	—	—	27
—	378 1 4	6 6 0	337 7 8	—	337 7 8	1	28
—	2,197 15 4	40 9 4	570 0 0	—	570 0 0	4	29
—	5,558 10 4	117 10 7	2,050 0 0	1,610 0 0	3,660 0 0	11	30
56 6 6	3,356 5 4	125 13 11	115 0 0	619 0 0	734 0 0	9	31
—	2,679 8 0	40 6 8	969 7 9	103 14 4	1,093 2 1	3	32
—	548 8 3	25 3 9	327 8 0	25 0 0	352 8 0	3	33
—	2,430 11 0	65 10 10	1,000 0 0	150 0 0	1,150 0 0	3	34
—	1,957 10 10	52 13 3	—	515 0 0	515 0 0	6	35
—	587 6 10	17 16 11	360 0 0	165 0 0	525 0 0	5	36
—	837 13 6	23 19 2	—	395 0 0	395 0 0	1	37
96 18 3	99,420 0 5½	3,280 4 7	21,470 6 10	17,364 17 0	38,835 3 10	188	

* See footnote on previous page.

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE					
		3. Grants paid on the basis of a certified deficiency.	Number of Schools participating.	4. Capitation Grants on account of Attendance of Scholars in—			
				(a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.
		£ s. d.		£ s. d.	£ s. d.	£ s. d.	
1	Aberdeen (Burgh)	—	—	—	—	—	—
2	Aberdeen (County)	1,075 0 0	50	—	—	—	—
3	Argyll	473 11 10	12	—	—	—	—
4	Ayr	1,846 14 5	12	—	—	—	—
5	Banff	—	—	—	—	—	—
6	Berwick	—	—	—	—	—	—
7	Bute	—	—	—	—	—	—
8	Caithness	—	—	—	—	—	—
9	Clackmannan	—	—	—	—	—	—
10	Dumbarton	—	—	—	534 4 0	534 4 0	6
11	Dumfries	—	—	*	*	*	*
12	Dundee (Burgh)	—	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—	—
14	Edinburgh (County)	—	—	—	212 0 0	212 0 0	4
15	Elgin	—	—	—	—	—	—
16	Fife	—	—	—	—	—	—
17	Forfar	—	—	—	163 13 9	163 13 9	2
18	Glasgow (City)	—	—	—	—	—	—
18A	Govan	—	—	39 0 0	128 0 0	167 0 0	5
19	Haddington	—	—	—	—	—	—
20	Inverness	—	—	—	—	—	—
21	Kincardine	—	—	—	—	—	—
22	Kinross	—	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—	—
24	Lanark	3,868 7 11	17	—	—	—	—
24A	Leith (Burgh)	—	—	—	—	—	—
25	Linlithgow	492 0 0	3	—	—	—	—
26	Nairn	—	—	—	—	—	—
27	Orkney	—	—	—	250 0 0	250 0 0	2
28	Peebles	—	—	—	16 0 0	16 0 0	1
29	Perth	—	—	593 0 0	231 0 0	824 0 0	9
30	Renfrew	—	—	—	48 0 0	48 0 0	1
31	Ross and Cromarty	—	—	—	—	—	—
32	Roxburgh	—	—	—	20 0 0	20 0 0	1
33	Selkirk	—	—	—	—	—	—
34	Stirling	—	—	—	—	—	—
35	Sutherland	—	—	—	—	—	—
36	Wigtown	—	—	—	—	—	—
37	Zetland	—	—	—	—	—	—
	Total	7,755 14 2	94	632 0 0	1,602 17 9	2,234 17 9	31

* See footnote on page 960.

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VII.—*continued.*

SUMS actually Received and actually Expended under various Heads during the 15th May 1905, &c.—*continued.*

—continued.

5. Grants to Teachers (or Schools) in respect of Scholars transfer'd to more advd. Schs. or Depts.	6. Bursaries and Free Scholarships held at—						7. Travelling Allowances.	Number of Scholars participating.	No.
	(a.) Universities.	(b.) Higher Class Schools.	(c.) Higher Depts. of State-aided Schools.	(d.) Technical Schools or Colleges.	Total.	Number of Scholars participating.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		
—	—	—	—	—	—	—	—	—	1
—	—	307 10 0	321 10 0	32 0 0	661 0 0	115	—	—	2
—	—	20 0 0	50 0 0	—	70 0 0	7	—	—	3
—	—	365 13 6	484 1 0	281 0 0	1,630 14 6	397	671 15 3	530	4
—	—	—	—	—	—	—	—	—	5
—	—	—	—	—	—	—	360 8 2	90	6
—	—	—	126 0 0	—	126 0 0	11	—	—	7
20 0 0	25 0 0	—	256 5 0	—	281 5 0	50	—	—	8
—	—	—	—	—	—	—	—	—	9
32 0 0	—	—	222 10 0	—	222 10 0	67	1 10 0	1	10
86 0 0	—	521 10 0	87 0 0	66 13 4	675 3 4	107	—	—	11
—	—	—	—	—	—	—	—	—	12
—	—	186 5 0	—	—	186 5 0	38	—	—	13
—	—	250 0 0	193 2 6	—	443 2 6	60	53 5 1	16	14
—	—	100 0 0	25 0 0	23 6 8	148 6 8	18	20 18 7	10	15
—	—	100 0 0	—	—	100 0 0	10	—	—	16
60 0 0	—	—	—	—	—	—	—	—	17
—	—	—	—	—	—	—	—	—	18
—	—	—	—	—	—	—	—	—	18A
23 0 0	—	185 0 0	70 0 0	—	255 0 0	51	49 5 0	21	19
25 0 0	—	417 10 0	751 5 0	—	1,168 15 0	116	—	—	20
62 0 0	—	70 0 0	24 10 0	—	94 10 0	18	1 10 0	1	21
—	—	288 5 11	—	—	288 5 11	30	79 1 6	24	22
—	—	120 0 0	45 0 0	—	165 0 0	13	—	—	23
14 0 0	—	10 0 0	315 0 0	—	325 0 0	36	—	—	24
—	—	—	162 0 0	—	162 0 0	39	—	—	24A
—	—	—	—	5 6 0	5 6 0	2	175 9 2	186	25
—	16 0 0	30 0 0	—	—	46 0 0	2	—	—	26
—	—	—	180 0 0	—	180 0 0	38	—	—	27
—	—	—	—	—	—	—	—	—	28
12 0 0	—	30 0 0	7 10 0	—	37 10 0	5	—	—	29
—	—	75 8 0	10 0 0	—	85 8 0	17	134 8 3	32	30
28 0 0	—	140 0 0	570 0 0	—	710 0 0	64	—	—	31
—	—	126 0 0	—	—	126 0 0	42	54 17 6	21	32
—	—	42 0 0	12 0 0	—	54 0 0	5	—	—	33
136 0 0	—	135 0 0	15 0 0	—	150 0 0	30	80 8 10	25	34
—	—	22 10 0	150 0 0	—	172 10 0	43	—	—	35
—	—	—	—	—	—	—	—	—	36
5 0 0	—	—	210 0 0	—	210 0 0	20	—	—	37
1,153 0 0	41 0 0	3,992 12 5	4,287 13 6	408 6 0	8,729 11 11	1,451	1,682 17 4	947	

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE—*continued.*				
		8. Grants towards Building or Equipment of—				9. Special Payments for Technical Instruction.
		(a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	*Number of Schools participating.*	
		£ s. d.	£ s. d.	£ s. d.		£ s. d.
1	Aberdeen (Burgh)	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	1,705 4 1
3	Argyll	—	—	—	—	—
4	Ayr	—	—	—	—	2,045 8 2
5	Banff	—	—	—	—	54 18 8
6	Berwick	—	—	—	—	—
7	Bute	—	—	—	—	—
8	Caithness	—	10 17 6	10 17 6	2	202 10 2
9	Clackmannan	—	—	—	—	—
10	Dumbarton	—	—	—	—	—
11	Dumfries	—	—	—	—	247 1 9
12	Dundee (Burgh)	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—
14	Edinburgh (County)	—	—	—	—	—
15	Elgin	—	—	—	—	285 10 0
16	Fife	—	—	—	—	—
17	Forfar	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—
18A	Govan	31 5 0	205 12 6	*236 17 6	11	—
19	Haddington	—	—	—	—	—
20	Inverness	—	—	—	—	—
21	Kincardine	—	—	—	—	205 19 8
22	Kinross	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—
24	Lanark	—	43 6 0	43 6 0	4	—
24A	Leith (Burgh)	—	—	—	—	100 0 0
25	Linlithgow	—	30 0 0	30 0 0	1	997 17 7
26	Nairn	—	—	—	—	—
27	Orkney	—	—	—	—	—
28	Peebles	—	—	—	—	—
29	Perth	—	—	—	—	—
30	Renfrew	—	—	—	—	—
31	Ross and Cromarty	—	25 1 0	25 1 0	1	80 10 1
32	Roxburgh	—	—	—	—	177 11 7
33	Selkirk	—	—	—	—	—
34	Stirling	—	—	—	—	—
35	Sutherland	—	135 0 0	135 0 0	5	25 4 0
36	Wigtown	—	—	—	—	—
37	Zetland	—	—	—	—	—
	Totals	31 5 0	449 17 0	481 2 0	24	6,187 15 9

* For books for use of Free Scholars.

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VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1905, &c.—*continued.*

10. Other Payments.	11. Total Expenditure.	*Total Number of Schools participating.*	*Total Number of Scholars on account of whom payments have been made.*	12. Balance in hand on 15th May 1905.	No.
£ s. d.	£ s. d.			£ s. d.	
—	1,824 13 4	6	—	44 10 1	1
—	4,207 6 4	50	115	1,956 13 6	2
—	585 12 10	13	7	706 13 10	3
87 7 7	6,800 12 3	12	917	8,384 18 2	4
—	1,088 13 10	20	—	897 9 11	5
142 6 1	1,623 4 9	3	90	‡4 9 7	6
—	430 17 0	1	11	4 11 8	7
—	1,092 16 0	8	50	1,163 5 10	8
—	555 7 6	4	—	3 1 7	9
—	1,426 6 4	6	67	1,221 7 1	10
81 12 10	1,210 5 1	—	107	249 8 1	11
—	1,914 12 7	3	—	—	12
—	3,518 7 0	10	38	1,491 4 6	13
—	1,172 11 6	7	60	29 7 6	14
—	1,127 4 2	9	19	12 13 4	15
—	2,416 11 1	15	10	1,088 1 11	16
—	1,364 11 9	6	—	193 9 8½	17
490 0 0	6,872 15 0	14	—	103 13 10	18
120 0 0	4,833 17 6	11	—	44 14 0	18A
—	594 18 8	3	72	170 1 7	19
—	1,617 19 7	5	116	744 11 6	20
—	969 15 6	3	18	446 13 8	21
—	332 6 11	—	30	196 10 3	22
—	996 16 5	5	13	51 18 8	23
—	5,641 19 5	18	36	816 0 1	24
—	1,017 14 10	2	39	274 2 4	24A
—	2,490 14 10	3	136	452 14 8	25
—	304 13 6	1	2	32 19 5	26
—	473 10 11	2	38	96 7 7	27
—	359 13 8	2	—	18 7 8	28
—	1,488 19 4	9	5	713 16 0	29
—	4,045 6 10	12	82	1,513 3 6	30
—	1,708 5 0	9	64	1,653 6 4	31
—	1,511 17 10	4	46	1,167 10 2	32
—	431 11 9	3	5	116 16 6	33
—	1,681 19 8	3	30	796 11 4	34
—	900 7 3	6	43	1,057 3 7	35
—	542 16 11	5	—	44 9 11	36
—	633 19 2	1	20	203 14 4	37
921 6 6	71,261 13 10	293	2,286	28,158 6 7½	

‡ This is a Debit Balance.

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Table VIII.

Summary of the foregoing Statement showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1905.

Income.

	£	s.	d.
1. *Balance in hand* on 15th May 1904 - - -	34,607	4	0½
2. *Amount received from the Scotch Education Department* under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892 - - -	54,329	3	11
3. *Contributions of local authorities* for purposes of technical education - - - - - - -	9,740	17	5
4. *Bank* and other interest - - - - - -	645	16	10
5. *Other sources of income* - - - - - -	96	18	3
Total -	£99,420	0	5½

Expenditure.

	£	s.	d.	£	s.	d.
1. *Expenses of Committees* - - -		—		3,280	4	7
2.**Direct subsidies* to :—						
(*a.*) Higher Class Schools - -	21,470	6	10			
(*b.*) Higher Departments of State-aided Schools - - -	17,364	17	0			
				38,835	3	10
3. *Grants paid on the basis of a certified deficiency* - - - - - - - - -				7,755	14	2
4 *Capitation grants* on account of the attendance of scholars in :—						
(*a.*) Higher Class Schools - -	632	0	0			
(*b.*) Higher Departments of State-aided Schools - - -	1,602	17	9			
				2,234	17	9

* The payment of these subsidies is often conditional upon the provision of certain free places.

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	£ s. d.	£ s. d.
5. *Grants to Teachers (or Schools)* in respect of Scholars transferred to more Advanced Schools or Departments -	—	1,153 0 0
6. *Bursaries* and *Free Scholarships* held at :—		
(*a.*) Universities - - -	41 0 0	
(*b.*) Higher class schools - -	3,992 12 5	
(*c.*) Higher Departments of State-aided Schools - - -	4,287 13 6	
(*d*) Technical Schools or Colleges	408 6 0	
		8,729 11 11
7. *Travelling Allowances* - - - -	—	1,682 17 4
8. *Grants towards Building or Equipment* of :—		
(*a.*) Higher Class Schools - -	31 5 0	
(*b.*) Higher Departments of State-aided Schools - -	449 17 0	
		481 2 0
9. *Special payments for Technical Instruction* - - - - - - - -	—	6,187 15 9
10 *Other payments under the Schemes*	—	921 6 6
Total Expenditure - - -		71,261 13 10
Balance in hand on 15th May 1905 - - -		28,158 6 7½
Total -		£99,420 0 5½

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LEAVING CERTIFICATE EXAMINATION AND INSPECTION OF SECONDARY SCHOOLS.

The Leaving Certificate Examination is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of a School at which, or in connection with which, the examination is held, and must have been in regular attendance from January to the date of the examination.

Pupil Teachers engaged in a State-aided School may also be admitted to the examination.

Application for admission to the examination must be made by the Official Correspondent of the School.

(*For further information see Circular* 349.)

LEAVING CERTIFICATE EXAMINATION.

Note as to the Mathematical Papers.

The following Regulations have been drawn up after very full and careful deliberation. It is hoped that they will be found to provide a satisfactory basis for Mathematical instruction in secondary schools, and that teachers will welcome the increased freedom allowed in regard both to the choice of the material and to its treatment. It is felt that in the study of Arithmetic more attention should be given to the explanation of the ordinary rules, so as to secure their intelligent use, and to the employment of contracted methods, with the object of obtaining results which are accurate to a required degree of approximation, without involving unnecessary labour. Systematic practice in the use of logarithms is also an element in Mathematical training that deserves more consideration than it sometimes receives. Again, it is desirable to maintain the feeling of unity between the different branches of Mathematical study. Pupils should be made to realize that the fundamental laws of Algebra and of Arithmetic are really the same, and they should be encouraged to employ algebraical formulæ in arithmetical calculation. Similarly the explanation and illustration of algebraical expressions by graphical methods might with advantage be introduced at an earlier stage than has hitherto been customary, always provided that due care is taken to secure accurate drawing. With regard to Geometry, it is advisable that certain fundamental geometrical results should be established, as far as possible, in the first place by trial and experiment, involving accurate drawing and calculation, before an advance is made to a deductive proof, and that exercises involving definite numerical data should accompany and follow upon the proof of the principal propositions. The syllabus given below ought to lend itself readily to the carrying out of these principles.

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Regulations.

Examinations in Mathematics are held in three Grades: Lower, Higher, and Honours. Candidates may be presented for examination in any grade, but those who fail to pass in the grade in which they are examined will not be credited with a pass in a lower grade. In writing out the answers to the questions in the Mathematical papers it is essential that the full detailed work should always be given in its proper sequence as part of the answer. The work should be written out with such care and neatness in the first instance that a second copy may not be required. But if from any cause a second copy of any answer is made, this copy must include all the detailed working, and the first copy must be struck out with the pen. In all the papers the diagrams should be careful and accurate. For this purpose candidates must be provided with a fairly hard pencil, a flat wooden ruler graduated on one edge in inches and tenths of inches, and on another in centimetres and millimetres, two set squares (45° and 60°), a protractor graduated to degrees, and compasses furnished with a pencil point. In all the Mathematical subjects, marks are given for neatness, arrangement, good style, and well-drawn figures. Tables of Four Place Logarithms of Numbers and Trigonometrical Functions will be provided for the use of candidates in the Higher Grade and in Honours.

Lower Grade.

The Examination in Lower Grade Mathematics will consist of three papers (Mathematics I., II. and III.), for each of two of which two hours will be allowed, while one hour will be allowed for the third. It will embrace the following subjects:—

Arithmetic. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

Algebra. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one or two variables; easy quadratic equations; problems leading to the above equations.

Geometry. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Candidates who take the Lower Grade Examination in Mathematics may not be presented in any of the Additional Subjects.

Higher Grade.

The examination will consist of three papers (Mathematics I., II., and III.), for each of which two hours will be allowed, and will embrace the following subjects:—

Algebra. The subjects of the Lower Grade; more difficult transformations, equations and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

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Geometry. The main propositions in Euclid I.–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Trigonometry. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

Candidates who take the Higher Grade Examination in Mathematics may be presented in one (but not in more than one) of the following Additional Subjects:—Elements of Dynamics; Geometrical Conics; Analytical Geometry.

Honours.

The examination will consist of four papers, arranged as described below. Candidates must pass with credit in each, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours). The subjects of the Higher Grade with more difficult examples; the elements of indeterminate coefficients and partial fractions; inequalities; elementary treatment of maxima and minima; permutations and combinations; the binomial theorem with positive integral indices; the exponential series and elementary cases of recurring series together with the application of the simplest tests for their convergency or divergency; the graphic representation of simple algebraic functions; the elementary theory of complex numbers.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of Modern Geometry:—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry (1½ hours), as far as De Moivre's theorem, with its application to simple series.

4. At least one of the following additional subjects:—Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics (1½ hours). Velocity; acceleration; the rectilineal motion of a uniformly accelerated particle; the laws of motion; the composition of forces; equilibrium; the centre of mass (gravity); common machines; work and energy; elementary hydrostatics.

2. Geometrical Conics (1½ hours). The properties of the parabola; the elementary properties of central conics; the sections of the cone.

3. Analytical Geometry (1½ hours). The straight line; transformation of co-ordinates; the circle.

4. Higher Dynamics (1½ hours). The elements of Dynamics, as above, treated with the help of Trigonometry; Atwood's Machine; parabolic motion of a projectile; composition of forces acting on a rigid body; uniform circular motion; impact; kinetic energy; centre of pressure; metacentre.

No candidate may take any of the additional subjects who is not a candidate in Mathematics (Higher Grade or Honours), and no credit will be given for success in any of the additional subjects unless the candidate attain a certain standard of proficiency in Mathematics.

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Book-keeping and Commercial Arithmetic.

The examination in Book-keeping and Commercial Arithmetic will consist of the following papers. Candidates must pass in both. No pupil should be presented for this branch of the examination until he or she has passed in Lower Grade Mathematics.

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts. Special marks will be given for neatness and style.

2. Commercial Arithmetic (2 hours). A thorough knowledge of Arithmetic will be expected with special proficiency in discount, interest, approximations, exchange, foreign weights and measures, and such questions as are likely to arise in commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

December, 1905.

Note as to Papers in English.

Various representations have from time to time been made in connexion with the subject of the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions, made, as they are, by those whose means of judging are large.

Their Lordships think that the following are principles upon which the most competent judges would be in agreement, and They wish it to be understood that they will prevail in the conduct of the examination:—

1st. The chief and most essential requirement in the examination will be a fair power of writing lucid and grammatical English, such as may prove the candidate to have had an adequate training in composition.

2nd. He will be expected to show such power of interpretation as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a passage of ordinary difficulty.

3rd. He must also show a comprehension of grammatical principles, and a general acquaintance with the leading grammatical rules under some system in current use.

4th. In regard to English Literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our literature. This need involve no multiplicity of biographical or bibliographical detail, and They think it may be acquired with no undue burden of time or labour. But any answers which show that the study of English Literature has been interpreted to mean the committing to memory of lists of authors, and their books—and the answers of pupils so trained seldom fail, by an occasional absurdity, to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate for deficiency in the essential parts of the examination. On the other

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hand, such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks in the case of the Higher and Honours Grades. In the Lower Grade, my Lords cannot expect any such results, and They propose that this part of the subject shall form a comparatively unimportant element in the examination in that grade.

5th. With regard to History and Geography, my Lords have little to add to the remarks which They have made in previous years. These subjects enter largely into the curriculum of many schools: they are required by many of the bodies by whom passes in the Leaving Certificate Examination are recognised; and my Lords are unwilling to do anything which would discourage the continuance of such instruction. Their Lordships endeavour to give a wide option in the questions set, and to afford opportunity to all who have not entirely neglected the subjects to show a knowledge of them in some branch or other. More than this They have not demanded, and do not propose to demand, as a necessary condition of a pass; but more extensive knowledge will receive ample recognition.

December, 1905.

Note as to Papers in Modern Languages.

My Lords desire to remind School Authorities of the terms of the Circulars issued on 15th June and 1st August, 1901.

While neither commercial nor literary questions will be included in the ordinary French and German papers of any grade, Their Lordships are prepared, in the event of candidates coming forward, to have special papers set in Commercial French and Commercial German. Except with the express sanction of the Department, no candidate will be admitted to this separate examination in either language unless he has already passed in the Higher Grade in the language in which he desires to be examined.

The general grouping and arrangement of the ordinary papers will be much the same as at last examination. No philological questions will be set which imply a knowledge of any language other than English and that in which the candidate is being examined. No candidate will be allowed to pass who does not attain a certain minimum in translation and composition. The papers set for Honours will be entirely distinct from that set for the Higher Grade. They will be two in number, the first consisting mainly of composition, and the second of translation and more advanced grammar.

My Lords do not propose in the meantime to discontinue the practice hitherto followed of allowing unsuccessful candidates for Honours in Modern Languages to pass in the Higher Grade, provided their work bears witness to a level of attainment corresponding to that required for a pass in the Higher Grade on a Higher Grade paper.

Candidates in the Lower Grade will be required to reproduce in French or German a story that has been read aloud to them in English. A similar exercise constitutes a recognised part of the Higher Grade papers, although it is probable that this year its form may be modified to meet the case of more advanced pupils. Neither test will, however,

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be applied to Honours candidates. Instead, they will be afforded an opportunity, in the first Honours paper, of showing their powers of free composition in an essay on some simple theme.

The marks given for fair writing in the German character now form an integral part of the ordinary total.

My Lords are fully alive to the importance of the oral side of Modern Language teaching. In several cases They have already refused to admit to the examination candidates from Schools where the report of the Inspector who visits the School shows that pronunciation has been neglected. In this connection Their Lordships desire, further, to draw attention to the regulations as to oral examination which are laid down in Circular 340.

December, 1905.

NOTE AS TO LATIN AND GREEK PAPERS.

My Lords have considered the various remarks submitted to Them from time to time in regard to the examinations in Latin and Greek for the Leaving Certificate. In the past, complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any opinion as to this, my Lords agree that it is undesirable to set any test which is of an involved or confusing character. But, while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as may be set will be relaxed. One of the objections to undue difficulty in questions is that this may very probably lead to undue leniency in the test applied. My Lords think it more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these examinations have to serve, to fix the precise standard which ought to be maintained; but my Lords can only state that They continue to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

The general arrangement of the papers will follow the model of 1905.

December, 1905.

Leaving Certificate Examination, 1906. Circular 365.
Secondary Schools.

Scotch Education Department,
SIR, 18th December, 1905.

1. I am directed to inform you that my Lords propose that the next Written Examination for Leaving and Intermediate Certificates shall begin on Wednesday, the 20th of June.

2. Leaving and Intermediate Certificates are now granted only under the conditions explained in Circular 340, to which I am to refer you for

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particulars. To facilitate the arrangements for oral examination, the Official Correspondent of the School must forward to the Department by the 1st of March, on a form* to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made *at once* to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

4. My Lords regret to find that, notwithstanding the explanations given in Their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to remind you of the limitation which was introduced four years ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles explained in last year's Notes as to English, Latin and Greek, and Modern Languages will apply to the Examination to be held in 1906. Your attention is, however, directed to the statement in the Modern Languages Note regarding "free" Composition. In connection with Modern Languages, I am also to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1906, Their Lordships have still under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to refer you to Their Lordships' Circular Letter of 11th September, 1903 (Circular 376), relating to the Mathematical Papers. Two copies of the Note as to these Papers are enclosed herewith.

I am to point out that, while questions in Arithmetic will continue to form an integral part of the papers set in the Higher and Lower Grades, no candidates can be presented in Arithmetic only.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These Books must be returned to the Department at the close of the Examination.

* For Intermediate Certificates Form A. 104, and for Leaving Certificates Form A. 22.

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I am also to say that a few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year.

9. No candidate's name will be accepted unless he or she will be at least 14 years of age on the 1st of October next following the proposed presentation.

10. As those Secondary Schools from which candidates have been previously presented are kept on the lists of the Department, it will not be necessary to make any application for the admission to the Written Examination of pupils attending them.

11. My Lords desire to remind you that only those pupils will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

12. My Lords would strenuously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all, ought to have some definite form of Group Certificate in view.

13. As last year, my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41–80 candidates, one Assistant;
For 81–120 candidates, two Assistants; and so on.

The expense of one Supervising Officer *for each subject* will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

14. Owing to the large number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination, 1906. Circular 366.
State-aided Schools only.

Scotch Education Department,
SIR, 18th December, 1905.

1. I am directed to inform you that my Lords are prepared next year, as in previous years, to admit to the Examination for Leaving and Intermediate Certificates candidates from the Higher Departments of State-aided Schools, if upon due enquiry these Departments should appear to be of such a character as to warrant the benefits of the Examination being extended to the scholars in attendance.

A form of application for admission to the Written Examination (H (14)) will be sent early in January to all State-aided Schools from which pupils or pupil teachers were presented this year. All the information required by the Department should be given on this form, and no letter should be sent with it unless there are special circumstances to explain.

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Forms for other Schools can be obtained on application to the Department in January.

2. Leaving and Intermediate Certificates are now granted only on the conditions explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form* to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made at once to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

4. My Lords regret to find that, notwithstanding the explanations given in their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to remind you of the limitation which was introduced four years ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles laid down in last year's Notes as to English, Latin and Greek, and Modern Languages, will apply to the Examination to be held in 1906. Your attention is, however, directed to the statement in the Modern Languages Note regarding "free" Composition. In connection with Modern Languages, I am also to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1906, Their Lordships have still under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to refer you to Their Lordships' Circular Letter of the 11th September, 1903 (Circular 376), relating to the Mathematical Papers. A copy of the Note as to these Papers is enclosed herewith.

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* For Intermediate Certificates Form A. 104 an for Leaving Certificates Form A. 22.

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I am to point out that while questions in Arithmetic continue to form an integral part of the Papers set in the Higher and Lower Grades, no candidates can be presented in Arithmetic only.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These books must be returned to the Department at the close of the Examination.

I am also to say that a few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year.

9. My Lords again observed that many candidates were sent in for the Written Examination who had not reached anything like the required standard. Some managers and teachers would seem scarcely to have realized what the standard is, and much disappointment is caused when the results of the Examination are received, and it is found, in some cases, that a large proportion of the candidates have failed. My Lords desire once more to call attention to this point, and to express a hope that pupils will not be sent in for the Examination unless there is a reasonable probability of their being able to pass in the Grade in which they are presented.

10. No candidate's name will be accepted unless he or she will be at least 14 years of age on the 1st of October next following the proposed presentation.

11. The attention of School Boards and Managers is also requested to the following points :—

[1.] The Written Examination will begin on *Wednesday, the 20th June.*

[2.] Only those pupils will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

[3.] My Lords would strenuously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all, ought to have some definite form of Group Certificate in view. The Examination is intended to be a test of higher education only, and unless there is a reasonable probability that pupils will continue their studies to a stage of some advancement, Their Lordships think that attention should be directed rather to the opportunities for special work which are furnished by the Supplementary Courses sanctioned in Article 21 of the Code.

If, after the examination, it is found that the presentations of the pupils from any particular school indicate that no serious attempt is being made to fulfil the proper purpose of the Examination, my Lords reserve to themselves the right to disallow the papers.

[4.] Pupils from Continuation Classes are not eligible for admission to the Examination.

[5.] Pupil Teachers engaged under a Memorandum of Agreement, or whose engagement has been sanctioned by the Department, may be admitted to the Examination.

(*a*) When they serve in a School from which scholars are admitted, no special application on their behalf will be necessary, but the number of Pupil Teachers to be presented must be entered on the form of application.

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(*b*) When they serve in a School from which no scholars are to be presented for examination, application should be made to the Department on the prescribed form.

Ex-Pupil Teachers who have completed their engagement since the last Examination, and who continue to serve in a State-aided School till the beginning of June, may be admitted.

All the Pupil Teachers from one School must be examined together.

Monitors may also be admitted, provided that they have received instruction in the School from January to the date of the Examination. They should be presented as pupil teachers.

[6.] No grant is attached to a pass in the Leaving Certificate Examination.

[7.] In order that the arrangements for the Written Examination, which are on a large scale, may be duly made, my Lords must decline to consider any application for admission, either of pupils or of Pupil Teachers, to the Examination, which is not received by the 21st March next. Application must be made in respect of those Schools from which Scholars were admitted this year, as well as for those in connection with which no examination has yet been held.

[8.] (*a*) As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41-80 candidates, one Assistant.

For 81-120 candidates, two Assistants, and so on.

The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

(*b*) Owing to the large number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

Place of Examination.

[9.] (*a*) My Lords will not be able to hold a separate examination for a small number of candidates unless it can be shown that their attendance at another School, where an examination is to be held, would be impracticable.

(*b*) In the case of a School Board which proposes to present candidates from two or more Schools within the district of the Board, all the candidates must be examined together at one school, if there is sufficient accommodation.

I have, etc.,

J. STRUTHERS.

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Leaving Certificate Examination, 1906. Circular 383.
Gaelic.

Scotch Education Department,
30th December, 1905.

SIR,

I am directed to state that my Lords are prepared to consider applications for the examination in Gaelic of pupils or pupil teachers in Schools in which provision is made for systematic instruction in that language.* This examination forms an integral part of the Leaving Certificate Examination, but, in the meantime, only one standard is recognised for a pass, that standard being regarded as equivalent to the Lower Grade in other language subjects. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the qualifications of the teachers for work in this special subject are such as may be approved by the Department;

(*b*) that the curriculum of instruction is satisfactory;

(*c*) that all pupils presented will be at least 15 years of age on the 1st October succeeding the examination, and that they have followed the approved curriculum in its entirety.

I am to say that my Lords attach the highest importance to the preceding conditions, inasmuch as their fulfilment will render it possible to give due weight to the verdict of the teacher in determining the success or failure of individual candidates. It is Their Lordships' desire that much should depend on the actual record of work performed by each pupil during the period of instruction.

So far as outside tests are concerned, I am to explain that ability to conduct a conversation in Gaelic will be regarded as essential. The written paper (in which the orthography of the dictionaries of Macleod and Dewar or of Macaechan should be followed) will comprise (1) translation into English of unseen prose and verse passages of ordinary difficulty, chosen from standard Gaelic literature, (2) translation into Gaelic of a simple English passage, (3) reproduction in English of a short story read aloud in Gaelic, (4) questions on elementary Gaelic grammar.

The written paper will be set in the usual course along with the rest of the written portion of the Leaving Certificate Examination. The application of the conversational test and the verification of the teacher's verdict will be entrusted to one of His Majesty's Inspectors or to some other person specially appointed, who will visit the School on a date to be arranged with the School Authorities. On the occasion of that visit a list of candidates must be presented to the Examiner which shall show, as regards each candidate, the degree of proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. All exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also apply such tests relative to the approved course of instruction as he may deem desirable.

I am to point out that my Lords have deliberately refrained from offering any suggestions as to the length and character of the curricula of which They would be prepared to approve. Circumstances vary

* Candidates for the King's Scholarship Examination, 1906, who desire to obtain marks for Gaelic must be presented at this examination. (See Syllabus.).

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considerably, and it appears inexpedient to lay down definite regulations until experience has shown what is the minimum that may properly be exacted. In the meantime, each case will be considered on its merits, and provisional approval will be extended to any well arranged course that offers reasonable opportunity for serious study. It is hardly necessary to add that, while there may be a certain amount of elasticity in regard to the curriculum, the standard of pass all over will, as far as possible, be an absolutely uniform one.

Where it is desired to present candidates in Gaelic, whether for the purpose of the Leaving Certificate Examination or for the award of marks for the King's Scholarship Examination, 1906, application should be made on the accompanying form, which should reach the Department not later than 31st March, 1906.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination and King's Scholarship Examination. Drawing.

Circular 367.

Scotch Education Department,
22nd September, 1905.

SIR,

1. I am directed to state that my Lords are now prepared to consider applications for next year's examination in Drawing of pupils in Secondary Schools, or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but, as in the case of Science, only one standard is recognised for a pass. If pupils who have once passed give evidence of further successful work in this subject in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their school career. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the School is suitably equipped for the purpose of giving instruction in Drawing;

(*b*) that the qualifications of the teachers are such as may be approved by the Department;

(*c*) that the curriculum of instruction is satisfactory;

(*d*) that all the pupils presented will be over 15 years of age on the 1st October succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week, or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week, over the whole period of instruction, provided always that the distribution of instruction is approved as satisfactory.*

* In special circumstances the Department may accept an average of less than two complete hours a week, provided always that the course of instruction to be approved extends over a continuous period of more than three years.

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2. When the application is admitted, an examination will be held either at the school or at some convenient centre, by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the School.

3. A list of candidates, including Pupil Teachers desirous of being examined for the purpose of obtaining marks in Drawing for the King's Scholarship Examination, 1906, must be presented to the Examiner, which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. Cases where, for good reason shown, Pupil Teacher candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1906.

4. All drawings and exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient.

5. Schools desiring to present candidates, either for the purpose of the Leaving Certificate or for the award of marks for the King's Scholarship Examination, should make application to the Department at once for Form A. 46; this form, duly completed, should be received at the Department not later than the 31st March, 1906.

I have, etc.,

J. STRUTHERS.

Leaving Certificate Examination and King's Scholarship Examination. Science.

Circular 368. (*Revised.*)

Scotch Education Department, 18th September, 1905.

SIR,

1. I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over at least three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours instruction in Science.

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2. The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School, and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, this examination in Science will be on the Higher Grade standard. If pupils who have once passed give evidence of further successful work in Science in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their School career.

3. Candidates for award of Intermediate Certificates in 1906 who are presented to the Inspector for approval of their work must have gone through an approved course of instruction extending over not less than 320 hours.

4. Schools desiring to present candidates at the next examination for either of the foregoing purposes, or for the purpose of obtaining marks at the King's Scholarship Examination, 1906,* should make application to the Department at once for Form A. 58; this Form, duly completed, should be received at the Department not later than the 31st March, 1906.

I have, etc.,
J. STRUTHERS.

Secondary Schools. Inspection, 1906.

Circular 372.

Scotch Education Department,
9th January, 1906.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named School. If so, one of each of the enclosed forms should be filled up and forwarded to the Department at your earliest convenience.

I am to remind you that all Schools from which pupils are presented at the Leaving Certificate Examination must be inspected under the direction of my Lords.

It should be clearly understood that the Reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,
J. STRUTHERS.

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*N.B.—Cases where for good reason shown, Pupil Teacher candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1906.

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Secondary Schools.
Inspection under the Educational Endowments (Scotland) Act, 1882.

Circular 373.

Scotch Education Department,
9th January, 1906.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, my Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

It should be clearly understood that the reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,

J. STRUTHERS.

Inspection of Secondary Schools. Form A. 19.

MEMORANDUM.

In view of the responsibility that now rests on the Department in connection with the distribution of Secondary Education Grants under the Minutes of 27th April, 1899, and of 30th May, 1903, it has been found necessary to re-organize the arrangements for the periodical inspection of the Schools that participate in these. While the main objects of Their Lordships has been to secure a higher degree of efficiency, it is believed that the changes will be welcomed by Managers as tending to greater simplicity and uniformity, and that they will at the same time prove of real advantage to Teachers as affording increased facilities for friendly conference and discussion of methods with the visiting Inspectors. In explaining what is proposed it will be convenient to treat each School as consisting of two main sections.

The inspection of what may be called the LOWER DEPARTMENT will be placed under the general charge of His Majesty's Chief Inspector for the Division. The Lower Department will comprise all classes up to and including those in which the attainments of the average pupil may reasonably be expected to correspond to the requirements described in Article 29, I. of the Day School Code. With the inspection will be combined the scrutiny of the lists of individual pupils presented for approval in connection with the terms of the Minutes indicated. It will, however, no longer be necessary for Managers to apply to the Department for copies of the Schedule required for this purpose (Form A. 20). These will be forwarded by the Chief Inspector, or his deputy, in advance of his visit, a system that should constitute a safeguard

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against the loss of Grant occasionally incurred at present through the omission to make application. Their Lordships' intention is that pupils shall be presented for approval before the close of the Session immediately preceding that in which it is proposed that they shall be registered for grants.*

In the UPPER DEPARTMENT, in pursuance of the plan initiated last session, the procedure hitherto followed in regard to Science and Art will, as far as practicable, be extended to other subjects. In the larger Schools, at all events, each subject or group of kindred subjects will be entrusted to a single Examiner. It is further proposed that the Examiners shall not be limited to a formal visit once a year, but that, in the meantime at least, each Examiner shall endeavour to pay to the schools assigned him two visits in the course of each session. His first visit, which will take place in autumn, will be directed towards ascertaining the methods and aims of the instruction. As the examination of individual pupils will form no part of the procedure at this stage, there ought not, as a rule, to be any occasion for disturbing the normal routine of School work. At his second visit he will concern himself more with results, and particularly with the general proficiency of candidates for Group Certificates. Under this scheme it will no longer be necessary for Managers to supply a detailed "Profession of Work," such as has heretofore been furnished to the Department. Instead, they will be asked, about the opening of the Session, to send in a brief outline of the general course of instruction in each subject. They will also be expected—and this is a matter of vital moment—to see that each Class Teacher keeps a daily record of the actual work done with his pupils, and preserves their worked exercises and examination papers so that these may at all times be available as evidence of progress. So far as not a few of the Schools in question are concerned, this will involve no innovation on existing practice, the Head Masters having already of their own motion introduced the necessary regulations as a most important aid to the work of supervision. In the case of the remainder, Their Lordships have every confidence that Managers and Teachers will co-operate with Them in ensuring the success of the proposals embodied in the present Memorandum.

15th September, 1905. J. STRUTHERS.

Intermediate Certificates. Circular 389.

Scotch Education Department,
24th March, 1906.

SIR,

1. Adverting to Their Lordships' Circular Letter of 16th January, 1902 (No. 340), I am to inform you that my Lords regard the system of Group Certificates therein established as now sufficiently developed to render possible a further step in the direction of placing the *Intermediate Certificate* upon a satisfactory permanent basis.

* Managers are particularly reminded of the necessity for such presentation (Paragraph 1 (i) of the Minute of 30th May, 1903, and Section 5 (b) of the Minute of 27th April, 1899.) They are also reminded that the Department may, on the application of Managers, specially sanction provisional registration of pupils. Any difficulties attaching to the period of transition entailed by this Memorandum can be readily adjusted by an exercise of this discretion.

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2. The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16, or, alternatively, of pupils who, although they continue in attendance until 17 or 18, deem it desirable to devote the last two or three years of their school life to some form of more specialized study—literary, scientific, technical, or commercial. The fundamental conditions of issue ought, therefore, to be—that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that, in each subject of the course, the instruction is given by teachers of proved competency. Upon the observance of these principles my Lords now propose to insist.

3. It should, however, be clearly understood that Their Lordships have no desire to impose a rigid uniformity of curriculum. While the recognition of any school as a Higher Grade—or, more generally, an Intermediate—School will *ipso facto* carry with it the right of presenting pupils for the Intermediate Certificate, their Lordships will give favourable consideration to proposals from other schools, including Secondary Schools, in all cases where the course suggested for approval extends over three years and makes adequate provision for instruction in a sufficiently wide but not heterogeneous range of subjects of Secondary Education.

4. In order to render the transition stage more easy, my Lords will in the meantime regard as 'provisionally approved,' for the purposes of the Intermediate Certificate on its new conditions, all schools that have, in 1905 or any preceding year, successfully presented candidates for the Intermediate Certificate as described in Circular 340. This provisional approval will extend until the Examination of 1907, inclusive, any group of subjects that conforms to the conditions of Circular 340 being accepted as the subjects of a provisionally approved curriculum. In 1908 and following years Intermediate Certificates will not be issued to the pupils of any school other than a Higher Grade School, unless its 'Intermediate Curriculum' shall have been specifically approved by Their Lordships.*

5. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, can now be avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil may have passed. The value of such an arrangement has long been recognised by Their Lordships. The idea that underlies it has already taken practical shape in connection with the qualifying examination for admission to Supplementary Courses, and also in connection with the record that is preserved of the work done by students in training for teachers. In both these instances the results have been most encouraging, and such as fully to justify my Lords in availing Themselves of the earliest opportunity that has presented itself for formally inviting the teachers of Intermediate and Secondary Schools to assume a proper share of responsibility for the Certificates that are to be awarded to their pupils. In future, no Intermediate Certificate will be granted or

* It is the ultimate intention of Their Lordships to make qualification for the Intermediate Certificate a condition precedent to entering upon a course approved for any form of Leaving Certificate. It is, therefore, highly desirable that every Secondary School which aims at putting forward its pupils for the Leaving Certificate should, before the expiry of the stated period, take such steps as may be necessary to secure approval for its 'Intermediate Curriculum.'

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withheld without fair consideration of the deliberate judgment of the teachers as to the proficiency of the candidates as shown by their work in school. It hardly needs to be pointed out that, in the first instance, the measures to be taken by Their Lordships must be tentative only. The rate of further advance will necessarily be determined by experience.

6. The line of action just indicated entails certain obvious consequences. All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age will be 15, as at present. The presentation will normally be on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will be taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships would desire to keep before them is the degree of all-round proficiency that a well-taught pupil of average ability might reasonably be expected to attain, if he applied himself to his studies with ordinary diligence.

7. It will be observed that isolated successes at the Leaving Certificate Examination are henceforward to count for nothing in the matter of the Intermediate Certificate. Their Lordships feel that the time has hardly come when They ought entirely to prohibit presentations in the Lower Grade in single subjects. But They would strongly urge upon Managers the wisdom of doing all in their power to discourage a practice which cannot be defended on educational grounds. In order to make Their own position perfectly clear, my Lords have decided to discontinue altogether the issuing of documents in attestation of Lower Grade passes. As heretofore, the results of the written examination will be communicated to the authorities of the school, and a complete record will be retained in the Department. Should any candidate desire to utilise a success in order to secure exemption from some other examination, it will be necessary for him or her to prefer a request to the Department, whence the information will be forwarded direct to the examining body in question.

I have, etc.,

J. STRUTHERS.

Leaving and Intermediate Certificates.

Circular 340.
(*Revised.*)

Scotch Education Department,
16th January, 1902.

SIR,

1. With reference to Their Lordships' Circular of the 20th December, 1901, I am now to lay before you a statement of the conditions under which it is proposed that Leaving Certificates shall in future be issued.

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2. My Lords have decided that there shall be two classes of Certificate. One of these, the *Leaving Certificate* proper, is intended to mark the completion of a full course of secondary education. The other, to be called the *Intermediate Certificate*,* is primarily intended to meet the case of those schools which, although they may be doing valuable work in secondary subjects, are yet unable, from one cause or another, to retain their pupils long enough to enable them to reach the standard of the Leaving Certificate proper. This latter Certificate will, however, always be open to pupils of any school who may satisfy the prescribed conditions. I am to remind you that, while candidates will no longer be furnished with a "Leaving Certificate" for each subject in which they may be successful, they will receive instead a document certifying that they have passed in a specified subject and grade in the Leaving Certificate Examination. Applicants for Leaving Certificates must have been receiving higher instruction at some recognised school for not less than four years. In the case of applicants for Intermediate Certificates, the corresponding period shall be two years.

3. To prevent over-pressure, it seems to Their Lordships desirable that a minimum age should be fixed. They therefore propose that a Leaving Certificate shall not be issued to any Candidate who is under 17 years of age on the 1st of October of the year in which he passes the last of the written examinations that would fall to be recorded on the face of his Certificate. Similarly, the limit for the Intermediate Certificate will be 15.

4. So far as the written Examination is concerned, the following are the conditions that have been approved of by my Lords.

(*a*) Candidates for the Leaving Certificate must have passed in four subjects on the Higher Grade standard, or in three subjects on the Higher Grade standard and two on the Lower. A pass in Drawing will be accepted in lieu of one of the two Lower grade passes. All candidates must have passed in Higher English and in either Higher or Lower Grade Mathematics. The remaining subjects may be either Science with one or more languages (Latin, Greek, French, German, Spanish, or Italian), or languages only. But where two or more languages other than English are taken the candidate's group must include either Higher or Lower Grade Latin. A pass in Spanish, Italian, or Science (in each of which subjects there is only one examination) shall be reckoned as a pass on the Higher Grade standard.†

(*b*) Candidates for the Intermediate Certificate must have passed in four subjects, at least one of these subjects being on the Higher Grade standard.‡ All candidates must have passed in English and in Mathematics, but a pass in Higher Arithmetic will be accepted in lieu of a pass in Lower Mathematics.§ The remaining subjects may be either Science with one language (Latin, Greek, French, or German), or languages only. There being only one

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* For revised conditions governing the issue of the Intermediate Certificate, *See* Circular 389.

The following modifications have been made since the first issue of this Circular :—

† A pass in Gaelic is reckoned as a pass on the Lower Grade (C. 383).

‡ The pass in Higher Grade is not now insisted upon (C. 389).

§ After 1906 Higher Arithmetic ceases to be accepted as an alternative for Lower Mathematics (C. 376).

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examination in Science, and that on the Higher Grade standard, candidates shall, for the purposes of the Intermediate Certificate, be deemed to have passed in Science on the Lower Grade standard, if they have satisfied the Inspector who visits the School as to their due instruction and progress in Experimental Science and have also passed in Drawing.*

5. In all cases a pass in Honours shall be held to cover a pass in Higher Grade, and a pass in Higher Grade to cover a pass in Lower Grade. The Grade in which a candidate passes in each of the subjects in respect of which the Certificate is awarded, will be recorded on the face of the Certificate. Any further successes that may have been gained, such as passes in any of the additional Mathematical subjects, or in Book-keeping and Commercial Arithmetic, or in Commercial French or Commercial German, will be placed to the credit of the candidate by being endorsed on the Certificate.

6. I am, however, to inform you that it is not the intention of Their Lordships that Certificates of either class shall be issued merely on the strength of the requisite number of passes in the written Examination. My Lords must be satisfied that the course of instruction undergone by the candidate has been of adequate range and quality, and that proper attention has been paid to those elements of the curriculum that do not admit of being fully tested by written papers. The Inspector who visits the School will be instructed to enquire and report to Their Lordships as to these points. Such enquiries will be directed towards ascertaining, for instance, whether the study of subjects in which passes have been secured in former years, is being continued in adequate measure, whether a candidate's knowledge of a language, English or other, has been wholly obtained from disconnected reading, or whether he has a real acquaintance with at least some of the masterpieces of its literature, and whether, especially in the case of a modern language, sufficient care has been bestowed on the training of the ear. In certain circumstances, even in the present year, my Lords may deem it advisable to call for a special report as to the appearance made by individual candidates under oral examination, and They wish teachers and managers to understand that increasing importance will be attached to this aspect of the Examination in future.

7. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form to be obtained from the Department, a list of of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

8. The present Circular entirely supersedes the existing regulations for the issue of Group Certificates, except in so far as application for these latter may still be made on behalf of such candidates as have fulfilled the whole of the necessary conditions not later than the Examination of 1901. For the purposes of the new Certificates, candidates who hold what have hitherto been termed "Leaving Certificates" shall be deemed to have passed in the subject and grade thereon specified.

9. These changes, which have been decided upon after prolonged and careful deliberation, are introduced with the view of fostering continuous and well regulated courses of study according to a definite plan. My Lords trust that, in carrying them out, They may rely

* A pass in Drawing is not now insisted upon, provided that candidates have gone through an approved course of instruction in Science extending over not less than 320 hours (C. 368).

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upon a continuance of that loyal support on the part of teachers and managers to which the benefits that have so far resulted from the institution of the Leaving Certificate Examination, have been in no small measure due. In particular, teachers should endeavour to secure that the new Certificates are not claimed on behalf of pupils who intend to return to school (this applies with special force to the Intermediate Certificate), while managers should do their best to impress upon the public, and chiefly upon parents and upon employers, a sense of the value of such Certificates as evidence that their possessors have not merely been successful in some isolated examination, but have reached a certain stage in a course of sound educational training fitted to develop their intelligence and prepare them for the work of life.

I have, &c.,

H. CRAIK.

Leaving Certificate Examination, 1906. Circular 349.
Written Examination.

Scotch Education Department,
26th March, 1906.

SIR,

1. I am directed to remind you that the Leaving Certificate Examination will begin on Wednesday, the 20th June, and I am to give the following further particulars with respect to it.

2. In a few days, my Lords will issue a form on which They will ask for exact information as to the numbers to be examined in the various grades of each subject.

This form (H. (1)) should be returned to the Department as soon as possible, and in any case so as to reach the Department not later than 19th April.

To prevent disappointment on the day of the Examination, it is of the utmost importance that the form should be correctly filled up.

3. Candidates must be pupils of the school at which, or in connection with which, they are examined, and must have been in regular attendance from January to the date of the examination. Pupil Teachers engaged in a State-aided school may also be admitted to the examination. Candidates may be presented in any grade of any subject.

No pupil who is not a *bonâ fide* candidate may be admitted to the Examination Room, and if a candidate attempts a paper, his answers, whatever may be their character, must be sent to the Department.

4. The following subjects will be included in the Examination:—English (including questions on Modern History and Geography), Latin, Greek, French, German, Italian, Spanish, Gaelic, Mathematics, Book-keeping with Commercial Arithmetic, Commercial French, and Commercial German.

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5. If the authorities of any school desire to present pupils in Italian, intimation should be sent to the Department by 4th April.

6. Papers in three Grades—Lower, Higher, and Honours—will be set in each of these subjects except Book-keeping and Commercial Arithmetic, Italian, Spanish, Gaelic, Commercial French and Commercial German, where only one Grade of Paper will be set.

7. For information as to the arrangement of the Papers and the character of the questions in Mathematics, I am to call your attention to the Note as to Mathematical Papers. I am also to call your attention to the Note as to Papers in English, the Note as to Latin and Greek Papers, and the Note as to Papers in Modern Languages. Copies of these Notes have already been sent to you.*

8. As on previous occasions, the examination will be general, and not in prescribed books. In the English Papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in History, Literature, and Geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in History and Geography will be expected from every pupil, and candidates in the Lower and Higher Grades will be required to satisfy the Examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the Honours Grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in History and Geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

9. Candidates who are presented in the Lower and Higher Grades of Modern Languages will be required, as a test of Composition, to write a French, German, Italian, or Spanish version of a short and simple piece of English narrative which will either be read out during the Examination, or put before each candidate in the form of a summary. In order that there may be no misapprehension, I may explain that where the passage is read out, this will be done once or twice by the Supervising Officer, or, if desired, by one of the teachers in the presence of the Supervising Officer, and that the Candidates will then be required to reproduce the substance of it, from memory, in French, German, Italian, or Spanish. Candidates will not be allowed to make notes while the passage is being read. A somewhat similar test will be applied in Gaelic; but in this case the narrative will be read aloud in Gaelic and the candidates will be required to reproduce the substance of it in English.

10. My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. It is not proposed, in the meantime, to discontinue the practice which has hitherto prevailed of allowing candidates, in certain cases, to pass in a lower grade than that in which they have been presented. Their Lordships will, however, be unable to grant a pass in the Lower Grade in any subject to candidates who take papers in the Honours Grade and fail to pass in the Higher or Honours Grade. In Mathematics, a candidate will in no case be allowed to pass in a lower grade than that in which he is presented.

* These papers are on sale (price 6d.) and can be obtained, either directly or through any bookseller, from Wyman & Sons, Limited, Fetter Lane, London, E.C.; or Oliver & Boyd, Edinburgh.

If you require copies you should ask for the Pamphlet containing the Circulars relating to the Leaving Certificate Examination.

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11. In Latin, Greek, French, German, and English, two papers will be required in the Honours Grade. In Latin, Greek, French, and German, the First Honours paper will be entirely separate from that set for the Higher Grade. In Book-keeping and Commercial Arithmetic, separate papers will be set, but a pass will be granted to those candidates only who satisfy the Examiners in both branches.

12. The examination will take place simultaneously at each centre, beginning on Wednesday, June 20th. The subjects will be taken in the following order:—

Wednesday June 20th	11 a.m.	Mathematics: Paper I. (Lower and Higher) and Algebra (Honours).
" " "	2 p.m.	Mathematics: Paper II. (Lower and Higher) and Geometry (Honours).
Thursday, June 21st	10 a.m.	English (Lower, Higher, and 1st Honours).
" " "	2 p.m.	Mathematics: Paper III. (Lower and Higher) and Trigonometry (Honours).
Friday, June 22nd	10 a.m.	French (Lower, Higher, and 1st Honours).
" " "	2 p.m.	Greek (Lower, Higher, and 1st Honours) or Book-keeping.
Monday, June 25th	10 a.m.	Latin (Lower, Higher, and 1st Honours).
" " "	2 p.m.	German (Lower, Higher, and 1st Honours).
Tuesday, June 26th	9.30 a.m.	Commercial Arithmetic.
" " "	12 noon.	Analytical Geometry.
" " "	2 p.m.	Dynamics.
" " "	4 p.m.	Geometrical Conics.
Wednesday, June 27th	10 a.m.	English (2nd Honours paper).
" " "	2 p.m.	Latin (2nd Honours paper) or Commercial French.
" " "	4 p.m.	Commercial German.
Thursday, June 28th	10 a.m.	French (2nd Honours paper).
" " "	2 p.m.	Greek or German (2nd Honours paper), or Spanish, Italian, or Gaelic.

13. On each occasion, the papers for the Lower Grade and the Higher Grade, and the first paper for Honours in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in Languages and English will be two hours and a half in the Lower Grade, and three hours in the Higher and Honours Grades. In Commercial French and Commercial German the time will be one hour and a half for each paper.

14. For the time allowed for the various papers in Mathematics, you are referred to the Note as to Mathematical Papers. In previous years many candidates have failed to give the detailed work in these subjects. Candidates should be informed that in order to obtain full marks all the work must be shown. In this connection I am to direct your special attention to the Circular Letter (No. 339) issued by Their Lordships on 12th December, 1901.

Candidates are recommended to write out the working very carefully in the first instance, so that a second copy may not be required and the time thus saved may be utilised for answering further questions.

15. Books of Logarithms will be supplied by the Department for the use of candidates presented in Mathematics. They will be sent to the Headmaster of the School at which the Examination is to be held. A

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book should be supplied, before the Examination begins, to every candidate presented in Mathematics in the Higher Grade, or in Honours, and also in Commercial Arithmetic. If there are any spare copies, a book may also be supplied to any candidate presented in the Lower Grade who may wish to use it.

Candidates should be cautioned against writing in or otherwise damaging these books.

The books must be returned to the Department at the close of the Examination.

16. The Examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical diagrams.

The instructions regarding the number of questions to be answered should, in all cases, be most carefully followed by candidates.

17. The use of scroll paper is absolutely prohibited. The rough work (if any should be necessary) as well as the fair copy is to be written in the books, and candidates should draw their pen through the rough work.

18. One piece of blotting paper only should be supplied to each candidate. It must be left on the desk at the end of each sitting. *Writing, of whatever kind, on blotting paper is strictly forbidden.* A fresh piece may be supplied by the Supervising Officer to a candidate who requires it and gives up the piece first supplied.

19. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the Head Master of the School at which the examination is to be held, a short time before the examination. These books are intended for use at the examination only, and those which are not used must be returned to the Department after the close of the examination in all the subjects. The carriage will be paid on arrival at the Department.

20. Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be liable to instant dismissal, and the case will be reported to the Department.

21. My Lords regret that in previous years there have been several cases in which serious copying has been detected, and They desire to impress upon school authorities the importance of doing all that is possible to prevent such dishonesty. Their Lordships feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a candidate in whose papers, or in any one of them, indisputable evidence of copying is detected will not be allowed to pass *in any subject.*

22. I am to request your attention to the following extract from the Instructions to Supervising Officers :—

"No communication whatever should take place between the Candidates, who should be so placed as to obviate the possibility of copying (*e.g.*, by placing candidates of a different grade *alternately*, and so on). Where candidates working the same paper sit side by side, they ought to be seated, if possible, five feet apart."

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23. As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of Candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41-80 candidates, one Assistant.
For 81-120 candidates, two Assistants, and so on.

When the number of Supervising Officers to be employed under this scale for any subject exceeds three, and the candidates are to be seated in more than one room, my Lords will appoint an additional Supervising Officer, and the Chief Supervising Officer will only exercise a general supervision.

24. The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

25. The Supervising Officers will distribute the papers and supervise the examination. Such supervision cannot be entrusted to anyone who does not represent the Department.

26. The selection of candidates from any School rests entirely with the authorities of the School, and, in regard to this, they must act on their own responsibility. At the same time, it is clearly undesirable, if the examination is to serve as a test of the real merits of a School and the scope of its curriculum, that the candidates should be confined only to a few selected pupils.

27. In Their Lordships' Circular Letter of the 18th December last attention was called to the practice, which appears to be far too frequent, of presenting a candidate in the same grade as that in which he or she has already passed. Their Lordships strongly deprecate this as a usual practice where only single subjects are concerned. In the case of candidates for the new Intermediate Certificate, it may, for a year or two, be unavoidable, Thereafter it is earnestly to be hoped that it will entirely disappear.

I have, etc.,
J. STRUTHERS.

Army Certificates. Circular 392.

Scotch Education Department,
SIR, 31st March, 1906.

1. You are doubtless aware that, by arrangement with the Army Council, the Leaving Certificate of the Scotch Education Department (University Group), confers upon its holders the right of exemption from the "qualifying examination" conducted by the Army Qualifying Board. The requirements exacted are, however, of necessity a good deal higher than the standard of the "qualifying examination" itself, and it has been represented that a certain hardship is thereby entailed upon those pupils in schools in Scotland who may be desirous of securing Commissions in the Army. My Lords have given the matter

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careful consideration. As a result, They are now prepared, with the full concurrence of the Army Council, to institute a special form of Certificate expressly designed to meet the difficulty.*

2. Candidates for this Army Certificate must be pupils of approved schools, and must be not less than 17 years of age on the 1st October next following their application. They must (*a*) have qualified for the award of the Intermediate Certificate in terms of Circular 389, and (*b*) have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to a definitely planned curriculum previously submitted to and approved by Their Lordships.

3. After the Intermediate Certificate has been gained, candidates will not be subjected to the test of further external examination. Instead, it must be shown that they have reached a reasonable standard of proficiency, being not less than 50 per cent., in each of the subjects included in their curriculum during the period indicated by (*b*). In judging of the standard, Their Lordships will be ready to accept the estimate of the teachers concerned, as attested by the Headmaster, and as determined on methods and principles which shall be open to investigation by inspectors or Examiners appointed by the Department. In addition, my Lords would propose to lay upon the Headmaster in each case the grave responsibility of stating formally that, in his opinion, the character and personal qualities of a candidate are such as render it likely that he would develop into a useful officer.

4. A list of approved schools will be published monthly in the Army List. To secure approval, a school must be in a position to present candidates for the Intermediate Certificate in terms of Circular 389. Its Intermediate Curriculum must include English, Geography, History, and Mathematics, along with not less than two other subjects. The additional subjects may be *either* two languages other than English, *or* Experimental Science and one language other than English. The curriculum must also make provision for physical training.

5. As regards the post-Intermediate Curriculum, my Lords desire to leave the greatest possible freedom of initiative to school managers. If a boy's Intermediate Curriculum has not included a course in Geometrical Drawing, that subject must be taken up at the later stage. For the rest, Their Lordships will await the proposals of Managers, stipulating only that any curriculum submitted for approval must allow ample opportunity for systematic instruction in English and in either French or German.

6. Applications by schools for the necessary recognition may be addressed to this Department forthwith.

I have, etc.,

J. STRUTHERS.

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* It should be noted that the Certificate now instituted is of value only for pupils who are looking forward to the Royal Military Academy or Royal Military College. Those who contemplate entering the Army direct from a Scottish University, should aim at the full Leaving Certificate (University Group).

† The Army Council specially require that, where two languages other than English are included in the Intermediate Curriculum, one must be ancient, and one modern.

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VERY IMPORTANT.

Leaving Certificate Examination. C. 399.

Scotch Education Department,
SIR, 31st July, 1906.

I am to inform you that the Department has for some time had under consideration the desirability of altering the date at which written papers are set in connection with the Leaving Certificate Examination. What is proposed is that the written part of the examination should take place immediately before the commencement of the short recess at Easter.

The advantages attaching to the existing arrangement are obvious in the case of schools whose holiday months are July and August. Where, however, the session is prolonged beyond the end of June there is corresponding inconvenience. Hitherto the inconvenience has been borne without serious complaint. But its removal would be a strong incidental argument in favour of the change now contemplated. All schools alike would have before them an unbroken summer term for their ordinary work. This summer term would form an integral part of the school year inasmuch as (except possibly upon the express representation of Managers and for good cause shown) no certificate would be awarded and no pass recognised in the case of any pupil who did not continue in attendance until the beginning of the summer vacation.

The adjustment indicated above is, however, one of the least of the benefits that would result from the proposed alteration. You are aware that recently the Department has introduced the principle of attaching substantial weight to the verdict of the teacher in determining the award of Group Certificates. The work of collating the school verdict with the marks gained in the written paper will in the future inevitably demand a more liberal allowance of time than is available under the existing system. In certain cases it may be desirable that the Inspector who conducts the oral examination should see the written papers before visiting the school or, at all events, before presenting his report. On the other hand, it is expected that were the Easter date adopted, there would be no difficulty in placing the results in the hands of Managers before the schools broke up for the summer vacation. Teachers and pupils alike would thus be freed from a serious anxiety which under present conditions must exercise an unfavourable influence upon the full enjoyment of their holiday.

A final decision has not yet been reached, and before proceeding further the Department is anxious to ascertain whether there would be any strong objection, at present unforeseen, to the proposal above outlined. Any observations which you may desire to offer should reach me at this office not later than October 1st. I am to add that in the event of its being found practicable to make the change in 1907, special allowance will be made, in determining the results, for the fact that the normal interval will not have elapsed since the examination of 1906.

I have, etc.,

J. STRUTHERS.

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LIST OF UNIVERSITY AND PROFESSIONAL AUTHORITIES BY WHOM EVIDENCE OF HAVING PASSED AT THE LEAVING CERTIFICATE EXAMINATION IS ACCEPTED IN LIEU OF PRELIMINARY EXAMINATIONS HELD BY THEM.

The Lords of Council and Session (for the purposes of the Law Agents Act);

The University of Oxford;

The University of Cambridge;

The Joint Board of the Scottish Universities, for the Preliminary Examination;

The University of London;

The General Medical Council;

The Royal College of Surgeons of Edinburgh;

The Army Council* (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);

The Pharmaceutical Society of Great Britain;

The Society of Solicitors before the Supreme Courts;

The Chartered Accountants of Scotland;

The Institution of Civil Engineers;

Girton College, Cambridge; and

Royal Holloway College, Englefield Green, Surrey.

Scotch Education Department,
April, 1906.

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* The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

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MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED AT THE LEAVING CERTIFICATE EXAMINATION, FROM EXAMINATIONS OF THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

My Lords are informed that Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by THE UNIVERSITY OF OXFORD under the following conditions:—

(1.) No evidence as to a Pass shall be accepted unless the Candidate has passed in Greek, Latin, and Elementary Mathematics, at one Examination.

Subject to the conditions hereinafter contained, a Candidate shall be deemed to have passed, who

a. In Elementary Mathematics, has passed at least the Lower Grade standard of the Scotch Education Department. A Pass in the Higher Grade or in Honours will be accepted.

b. In Latin and Greek, has passed the Higher Grade standard.

(2.) Any Candidate who, having satisfied the above conditions, has gained Honours in Greek, Latin, French or German, shall be considered to have passed an Examination equivalent to Responsions together with an Additional Subject.

Also, that the following Recommendations have been approved by the Senate of the UNIVERSITY OF CAMBRIDGE—

1.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be excused from Part I. of the Previous Examination with the exception of the paper on the Greek Gospel or its substitute.

2.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the paper on Paley's Evidences or its substitute.

3.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the English Essay and the paper on Paley's Evidences or its substitute.

4.—That a student who has passed in the Higher Grade in French, or German, or Mathematics (including Dynamics) in the Leaving Certificate Examination of the Scotch Education Department be excused from the Additional Subjects of the Previous Examination.

5.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate

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Examination of the Scotch Education Department be admitted to the paper on the Greek Gospel or its substitute in Part I. of the Previous Examination on payment of a fee of five shillings.

6.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of five shillings.

7.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be admitted to the English Essay and to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of ten shillings.

8.—That, for the purposes of the foregoing Regulations, a Pass in Honours in the Leaving Certificate Examination of the Scotch Education Department in any subject be accepted as equivalent to a Pass in the Higher Grade in the same subject, provided that in the case of Mathematics a candidate who has passed in Honours shall have passed also in the Higher Grade in Arithmetic.

9.—That the necessary evidence on behalf of any undergraduates who claim exemption from either Part of the Previous Examination, or from the Examination in the Additional Subjects by virtue of the foregoing Regulations, be presented to the Registrary in their first Term of residence, and that a fee of £1 for the Registration of each Certificate of exemption from Examination in Part I. or in Part II., or in the Additional Subjects of the Previous Examination, be paid at the same time to the Registrary. Such evidence, if not presented in a student's first Term of residence, shall not be accepted without the express permission of the Council of the Senate.

Scotch Education Department,
June, 1902.

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MEMORANDUM.

Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh, in lieu of the Preliminary Examinations in Arts and Science and Medicine under the following conditions, viz. :—

I.—In lieu of the Arts and Science Preliminary Examination.

Passes in the Higher and Honours Grade in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the Higher Standard, and passes in the Lower Grade in those subjects as exempting *pro tanto* from the same examination on the Lower Standard. Passes in the Higher and Honours Grade in English, Modern Languages and Dynamics are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. Passes in the Higher and Honours Grade in Mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject. A pass in Science is accepted as an equivalent for the Preliminary Examination in the subject of Dynamics.

II.—In lieu of the Medical Preliminary Examination.

Passes in the Higher and Honours Grade in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but passes in the Lower Grade will only be accepted provided the examinations in all the requisite subjects have been taken and passed at one or not more than two examinations.

Scotch Education Department,
August, 1906.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE OBTAINED A LEAVING CERTIFICATE FROM THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON.

My Lords are informed that the SENATE OF THE UNIVERSITY OF LONDON has passed the following resolution :—

> "That the Scotch Leaving Certificate be accepted in lieu of the Matriculation Examination in accordance with the terms of Statute 116, provided that the Candidate has passed in the Higher or Honours grade in all the subjects required by the Regulations for the Matriculation Examination on one and the same occasion."

Scotch Education Department,
December, 1902.

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LEAVING CERTIFICATE EXAMINATION, 1906.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 21st June.—10 A.M. to 12.30 P.M.

All Candidates should attempt *eight* questions (and no more)—namely, Questions 1, 2, 3, and 4, one or other of the alternatives given in Question 5 and in Question 6, *one* question in Section II., and *one* in Section III.

VALUE.

SECTION I.

8. 1. Write out, and punctuate, the passage for dictation.

16. 2. Write an essay, of about two pages, on one of the following subjects :—

(i) Relate in your own words some striking incident in the life of your favourite character in Scottish history.

(ii) Discuss, in the form of a dialogue between two boys or two girls, the advantages and disadvantages of living in a large town.

14. 3. He who ascends to mountain-tops shall find
The loftiest peaks most wrapt in clouds and snow :
He who surpasses or subdues mankind
Must look down on the hate of those below.
Though high above the sun of glory glow,
And far beneath the earth and ocean spread,
Round him are icy rocks, and loudly blow
Contending tempests on his naked head,
And thus reward the toil which to those summits led.

(i) Express, in a single sentence, the main thought of the above passage.

(ii) Invent or quote another metaphor to illustrate that thought.

(iii) Rewrite the last sentence in prose order, without adding, omitting, or changing any word.

(iv) What is the metre of the passage ? Scan the last line.

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12. 4. Build up the following facts into a single connected composition, arranging them in what you consider the best order :—

The swallow has very long wings—lives on insects—has great powers of flight—feeds in the air—its feet not adapted for walking or climbing—has a broad, soft bill—migrates to warmer lands in winter—does not eat fruits or grubs—there are no insects in the air of Britain in the winter—the swallow is not swifter in flight than the falcon or carrier-pigeon, but can turn and wheel more rapidly—has a long forked tail.

10. 5. *Either*, Discuss the force of the following suffixes, giving one example of each : *—ish, —ling, —wise, —fy, —ize.*

Show how new English words are still made when occasion for them arises ; and give *five* examples.

Or, Point out any faults in the following sentences, and rewrite each sentence in simpler and clearer form :—

(*a*) Elizabeth had a feeling for her cousin, but being a claimant for the crown of England, Elizabeth could not stand her cousin on account of that.

(*b*) Italy is a narrow tongue of land, the backbone of which is formed by the Apennines.

(*c*) In Newport, the place of his nativity, he engaged in commerce, erected a residence, and attained a considerable degree of popularity among his fellow townsmen.

(*d*) He married a lady who boasted of Portuguese extraction and predeceased him by some dozen summers.

(*e*) Neither the religion of the missionaries nor the trade of the merchants is the cause of the anti-foreign movement in China, though both have been used as levers to envenom it.

10. 6. *Either*, Describe any *one* of the following characters :—Touchstone, Portia, Cassius, Bottom, Mr. Greatheart, Will Wimble, Friday, Bailie Nicol Jarvie, Edie Ochiltree, Locksley, Tressilian, Mr. Stiggins, Squeers, Traddles, Scrooge.

Or, Select from among the English authors read as part of your school work during the past year the particular book you liked best, and explain why it specially interested you.

SECTION II.

15. 7. Write a single paragraph on each of any *two* of the following themes, indicating in each case the later effects of the events that you narrate :—

The Celtic Church ; the Danish supremacy ; the Normans in Scotland ; The Hundred Years' War ; the capture of Constantinople by the Turks ; the political relations of Scotland with France ; the suppression of the Monasteries ; the expansion of English commerce under Elizabeth ; the

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Thirty Years' War; the Solemn League and Covenant; the Revolution of 1688; the rivalry of France and Britain in the New World; the foreign policy of William Pitt the Younger; the Industrial Revolution and its effects on politics; the Disruption; Home Rule.

15. 8. What is meant by the Feudal System? Under the influence of what forces did it break down?

15. 9. "Britain has never interfered in the affairs of Europe except to preserve the balance of power." Discuss this statement, with illustrations from any period of history.

15. 10. Give a short account of the present powers of the House of Commons, showing how they have been gradually acquired.

SECTION III.

15. 11. What are the chief races of men? How are they distinguished? And how distributed?

15. 12. Contrast the physical configuration and natural resources of Scotland with those of Ireland, and show how the development of each country has been affected thereby.

15 13. Name and locate the chief British coaling-stations in the Eastern Hemisphere, and discuss their strategical importance.

15. 14. Write a paragraph on each of any *two* of the following themes, embodying the more important facts regarding the subjects you select:—The mountain system of Central Europe; Antarctic exploration; the wheat-lands of the World; the political and strategical importance of the Low Countries; the great cities of the United States; German possessions in Africa; the political and commercial interests of the Great Powers in the Pacific; the Balkan States; the geographical distribution of volcanoes; the Moslem states in N. Africa; the river system of India.

ENGLISH.

LOWER GRADE.

Thursday, 21st June.—10.45 A.M.

Passage for Dictation.

Whatever were occasionally the triumphs of this daring freebooter, they were often exchanged for reverses; and his narrow escapes, rapid flights, and the ingenious stratagems with which he extricated himself from imminent danger, were no less remembered and admired than the exploits in which he had been successful. In weal or woe, through

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every species of fatigue, difficulty and danger, his wife was his faithful companion. Their morality was of the old Highland sort, faithful friends and fierce enemies: the Lowland herds and harvests they accounted their own, whenever they had the means of driving off the one, or of seizing upon the other; nor did the least scruple on the right of property interfere on such occasions.

ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 21st June.—10 A.M. to 1 P.M.

Higher Grade Candidates should attempt *eight* questions (and no more) —namely, the whole of Sub-section A., *one* question from Sub-section B., *two* from Sub-section C., *two* from Section II. and *one* from Section III.

Honours Candidates should also attempt *eight* questions, two of which must be Questions 1 and 2. They are not required to answer questions from Sections II. and III., although they may do so. They can obtain the full number of marks in Section I.

SECTION I.

Sub-section A.

20, (25.)* 1. Write an essay, of about two pages, on one of the following subjects:—

(i) The virtues and failings of the Stuart dynasty.

(ii) "A great man is one who affects the mind of his generation." Discuss this with reference to any great man either (*a*) of the Elizabethan or (*b*) of the Victorian Age.

(iii) "Amid the gloom
Spread by a brotherhood of lofty elms
Appeared a roofless hut, four naked walls
That stared upon each other.'

Describe such a ruined cottage in the Highlands.

15. 2. "He writes passionately, because he feels keenly; forcibly, because he conceives vividly; he sees too clearly to be vague; he is too serious to be otiose; he can analyse his subject, and therefore he is rich; he embraces it as a whole and in its parts, and therefore he is consistent; he has a firm hold of it, and therefore he is luminous. When his imagination wells up, it overflows in ornament; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and

* The Values printed in brackets are those assigned for Honours.

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never a word too much. If he is brief, it is because few words suffice; when he is lavish of them, still each word has its mark, and aids, not embarrasses, the vigorous march of his elocution. He expresses what all feel, but all cannot say; and his sayings pass into proverbs among his people, and his phrases become household words and idioms of their daily speech, which is tessellated with the rich fragments of his language, as we see in foreign lands the marbles of Roman grandeur worked into the walls and pavements of modern palaces."

(i) Describe, in your own language, the characteristics of good writing as they are here set forth.

(ii) Note three metaphors in the above passage, and explain their application.

Sub-section B.

10. 3. Write short notes on the derivation and original meaning of the following words, and show the propriety of their use in the above passage (Question 2):—*Passionately; vividly; otiose; embraces; consistent; thrills; embarrasses; idioms; fragments; foreign.*

10. 4. Write short notes on the syntax of the words in italics in the following sentences, and give the modern prose equivalent for each sentence:—

(i) *Hap* what *hap*,
My basnet *to* a prentice cap,
Lord Surrey's o'er the Till.

(ii) *Would* he *were* fatter.

(iii) Women are angels, *wooing*.

(iv) Lord Angelo *dukes it* well.

(v) This not to do,
So grace and mercy at your most need *help* you,
Swear!

10 5. Show, with examples, how new words have been brought into the English language by each of the following agencies:—

(*a*) The Church.

(*b*) Feudal institutions.

(*c*) University learning.

(*d*) Colonisation.

(*e*) Commerce.

Sub-section C.

10 6. Select *two* of the following passages. Assign each of them to its proper period, and (where you can) to its author, *giving reasons for your decision.* Name the metre, and comment on any felicities of language and rhythm:—

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(i) Eftsoones they heard a most melodious sound,
Of all that mote delight a daintie eare,
Such as attonce might not on living ground,
Save in this paradise, be heard elsewhere:
Right hard it was for wight which did it heare
To reade what manner musicke that mote be;
For all that pleasing is to living eare
Was there consorted in one harmonee.
Birdes, voices, instruments, windes, waters, all agree.

(ii) Their glittering tents he passed, and now is come
Into the blissful field, through groves of myrrh,
And flowering odours, cassia, nard, and balm;
A wilderness of sweets; for Nature here
Wantoned as in her prime, and played at will
Her virgin fancies, pouring forth more sweet,
Wild above rule or art, enormous bliss.

(iii) Not proud, nor servile; be one poet's praise,
That, if he pleas'd, he pleas'd by manly ways:
That flatt'ry, ev'n to Kings, he held a shame,
And thought a lie in verse or prose the same.

(iv) Still, as of yore, Queen of the North!
Still canst thou send thy children forth.
Ne'er readier at alarm-bell's call
Thy burghers rose to man thy wall,
Than now, in danger, shall be thine
Thy dauntless voluntary line.

(v) Thou, in bewitching words, with happy heart,
Did'st chaunt the vision of that Ancient Man,
The bright-eyed Mariner, and rueful woes
Didst utter of the Lady Christabel;
And I, associate with such labour, steeped
In soft forgetfulness the livelong hours,
Murmuring of him who, joyous hap, was found,
After the perils of his moonlight ride,
Near the loud waterfall; or her who sate
In misery near the miserable Thorn.

(vi) Take wings of foresight; lighten thro'
The secular abyss to come,
And lo, thy deepest lays are dumb
Before the mouldering of a yew;

And if the matin songs, that woke
The darkness of our planet, last,
Thine own shall wither in the vast,
Ere half the lifetime of an oak.

10. 7. Show, with illustrations, how large a part classical mythology has played in English poetry.

10. 8. Give a short summary of the opening scene of any one of Shakespeare's plays; and show the use of the scene in relation to the whole action of that play.

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SECTION II.

10. 9. Write a single paragraph on each of any *two* of the following themes, indicating in each case the later effects of the events that you narrate:—

The Celtic Church; The Danish Supremacy; the Normans in Scotland; The Hundred Years' War; The capture of Constantinople by the Turks; the political relations of Scotland with France; the suppression of the Monasteries; the expansion of English commerce under Elizabeth; the Thirty Years' War; the Solemn League and Covenant; the Revolution of 1688; the rivalry of France and Britain in the New World; the foreign policy of William Pitt the Younger; the Industrial Revolution and its effects on politics; the Disruption; Home Rule.

10. 10. What is meant by the Feudal System? Under the influence of what forces did it break down?

10. 11. "Britain has never interfered in the affairs of Europe except to preserve the balance of power." Discuss this statement, with illustrations from any period of history.

10. 12. Give a short account of the present powers of the House of Commons, showing how they have been gradually acquired.

SECTION III.

15. (10.)* 13. What are the chief races of men? How are they distinguished? And how distributed?

15. (10)* 14. Contrast the physical configuration and natural resources of Scotland with those of Ireland, and show how the development of each country has been affected thereby.

15. (10.)* 15. Name and locate the chief British coaling-stations in the Eastern Hemisphere, and discuss their strategical importance.

15. 10.)* 16. Write a paragraph on each of any *two* of the following themes, embodying the more important facts regarding the subjects you select:—The mountain system of Central Europe; Antarctic exploration; the wheat-lands of the World; the political and strategical importance of the Low Countries; the great cities of the United States; German possessions in Africa; the political and commercial interests of the Great Powers in the Pacific; the Balkan States; the geographical distribution of volcanoes; the Moslem states in N. Africa; the river system of India.

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ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 27th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered. Not more than* TWO *of these must be taken from Section II.*

SECTION I.

16 1. Describe the setting of the Canterbury Tales, and compare it with that of any other collection of stories known to you.

16. 2. Give some account of the rules that govern alliterative verse, with illustrations from the works of alliterative poets.

16. 3. Discuss the effect of the Protestant Reformation on Scottish literature.

16. 4. Name and describe any three notable works of prose translation into English (other than translations of the Bible), written before the year 1600.

16. 5. Ben Jonson said that Spenser, "in affecting the Ancients, writ no language." Discuss this saying.

16. 6. From an analysis of any one of Shakespeare's tragedies, or from a comparison of several, deduce Shakespeare's conception of Tragedy.

16. 7. What is a Masque? Show how it differs from a Comedy, and illustrate its nature from Milton's *Comus*.

16. 8. Refer, with quotations, to any passages of Shakespeare's work, which show his power of picturesque description.

16. 9. Trace the rise of familiar colloquial prose in the Seventeenth Century.

16. 10. Give some account of *either* Herrick *or* James Thomson, considered as a poet of country life.

16. 11. What are the essentials of good Satire? Illustrate your answer by referring to the works of Pope and Swift.

16. 12. Compare and contrast the poetical work of Gray with that of Collins.

16. 13. What parts of European (as contrasted with British) history are illustrated by Shakespeare's plays *or* by Scott's novels?

16. 14. Discuss the effect of the French Revolution on English poetry.

16. 15. Where can the influence of Italy be traced in English literature of the Victorian Age?

16. 16. How do the works of Tennyson, *or* of Browning, illustrate some of the main tendencies of thought in the Nineteenth Century?

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Section II.

Optional Questions.

16. 17. Translate into Modern English :—

Đa het se cyning sellan Apollonie ða hearpan. Apollonius ða uteode, and hine scrydde, and sette ænne cynehelm upon his heafod, and nom ða hearpan on his hand, and ineode, and swa stod ðæt se cyning and ealle ða ymbsittendan wendon ðæt he nære Apollonius, ac ðæt he wære Apollines, ðæra hæðenra god. Đa wearð stilnes and swige geworden innan ðære healle. And Apollonius his hearpnægl genom, and he ða hearpestrengas mid cræfte astyrian ongan, and ðære hearpan sweg mid wynsumum sange gemengde. And se cyning self, and ealle ðe ðær andwearde wæron, micelre stefne cleopedon and hine heredon. Efter ðisum forlet Apollonius ða hearpan, and plegode, and fela fægerra ðinga ðær forðteah, ðe ðæm folce ungecnawen wæs and ungewunelic. And him eallum ðearle licode ælc ðæra ðinga ðe he forðteah.

16. 18. In the above passage change into the present tense all verbs that are in the past tense.

16. 19. What pagan and what Christian elements are to be found in Anglo-Saxon literature ?

16. 20. Trace the rise of modern standard English, and show how it still bears marks of its origin.

LATIN.

Lower Grade.

Monday, 25th June.—10 A.M. to 12.30 P.M.

30. 1. For Prose Composition :—

[*Candidates should in all cases attempt this Question.*]

Among the many battles which were fought there was none in which he did not signalise himself ; twice he stopped the army in its flight, led them back to the charge, and gained the victory ; so that, next to Cæsar, he had the greatest reputation of any person in the army. And what opinion Cæsar himself had of him, plainly appeared at the last and decisive battle of Pharsalia. He led the right wing himself, and committed the charge of the left to Antony, as the best of all his officers. After the battle, Cæsar being created dictator, went in pursuit of Pompey, and sent Antony to Rome with the character of Master of the Horse.

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2. Translate into English :—

20. (*a*) *Perseus defeated, and the progress of Antiochus checked.*

Is Perseum ingenti proelio apud urbem nomine Pydnam in Macedonia fusum fugatumque castris exuit deletisque eius copiis destitutum omni spe coegit e Macedonia profugere, quam ille linquens in insulam Samothraciam perfugit templique se religioni supplicem credidit. ad eum Cn. Octavius praetor, qui classi praecerat, pervenit et ratione magis quam vi persuasit ut se Romanorum fidei committeret. ita Paulus maximum nobilissimumque regem in triumpho duxit.

Per idem tempus, cum Antiochus Ptolemaeum puerum Alexandriae obsideret, missus est ad eum legatus M. Popilius Laenas, qui iuberet incepto desistere, mandataque exposuit et regem, deliberaturum se dicentem, circumscripsit virgula iussitque prius responsum reddere, quam egrederetur finito harenae circulo. sic cogitationem regiam Romana disiecit constantia oboeditumque est imperio.

(*b*) *Orpheus recovers Eurydice, only to lose her again.*

15. Inmites potuit flectere cantibus
umbrarum dominos et prece supplici
Orpheus, Eurydicen dum repetit suam.
tandem mortis ait 'vincimur' arbiter,
'evade ad superos, lege tamen data :
tu post terga tui perge viri comes,
tu non ante tuam respice coniugem,
quam cum clara deos obtulerit dies,
Spartanique aderit ianua Taenari.'
odit verus amor nec patitur moras :
munus dum properat cernere, perdidit.

3. (*a*) In the following lines of verse mark the quantity of each syllable and divide the feet. Name the metres in which the lines are written.

35. nunquam animam talem dextra hac (absiste moveri)
amittes : habitet tecum et sit pectore in isto.
hoc, quodcunque vides, hospes, qua maxima Roma est
ante Phrygem Aenean collis et herba fuit.

(*b*) Give (1) the meaning, (2) the gender, (3) the genitive singular, (4) the genitive plural of the following words :—*bos, nox, gnes, exercitus ;* and give the principal parts of *seco, ardeo, misceo, fallo, ulciscor.*

(*c*) Write down the comparative and superlative of *tener, gravis, gracilis, utilis, senex, benevolus* ; and mention the comparatives and superlatives from *prope, ultra, extra.*

(*d*) Write, and translate, short Latin sentences to illustrate the exact meaning of the following pairs of words :—*unus, singuli —deni, decies—quidam, quilibet—omnis, quisque—semel, simul.*

4. Translate into Latin :—

(*a*) When you come back to Rome, I shall tell you what has happened.

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(*b*) The king promised to spare my life, if I obeyed him.

(*c*) If you had acted otherwise, you would have been severely punished.

(*d*) So perish every one who shall leap over the walls of my city.

5. Give a short account of the career of any *one* of the following :— *Camillus, Scipio Africanus Major, Jugurtha, Pompeius Magnus, Agricola.*

LATIN.

HIGHER GRADE.

Monday, 25th June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

30. 1. For Latin Prose :—

Germanicus had calmed his mutinous soldiery, led them more than once into the heart of Germany, visited the battlefield where Varus fell, and brought back with him in triumph the captive wife and child of Arminius, the national hero of the Germans. It might seem dangerous to leave him longer at the head of an army so devoted to their general—dangerous perhaps to bring him back to win the hearts of men at Rome. But his presence might be useful in the East, for the kingdoms of Parthia and Armenia had been torn by civil wars and thrown into collision by the claims of rival candidates for power, and by wars of succession due in part at least to the intrigues of Rome. A general of high repute was needed to protect the frontier and appease the neighbouring powers. It was resolved to recall Germanicus and dispatch him to Syria on this important mission.

25. 2. Translate into English :—

(*a*) Carthagini cum prima collatio pecuniae diutino bello exhaustis difficilis videretur maestitiaque et fletus in curia esset, ridentem Hannibalem ferunt conspectum. cuius cum Hasdrubal Haedus risum increparet in publico fletu, cum ipse lacrimarum causa esset, "Si quem ad modum oris habitus cernitur oculis" inquit, "sic et animus intus cerni posset, facile vobis appareret, non laeti sed prope amentis malis cordis hunc, quem increpitas, risum esse. qui tamen nequaquam adeo est intempestivus quam vestrae istae absurdae atque abhorrentes lacrimae sunt : tunc flesse decuit, cum adempta sunt nobis arma, incensae naves, interdictum externis bellis : illo enim vulnere concidimus. nec est, cur vos otio vestro consultum ab Romanis credatis : nulla magna civitas quiescere potest : si foris hostem non habet, domi invenit, ut praevalida corpora ab externis causis tuta videntur, sed suis ipsa viribus onerantur.

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15. (*b*) *Evander parts from his son Pallas.*

" At vos, o superi, et divum tu maxime rector
Iuppiter, Arcadii, quaeso, miserescite regis,
et patrias audite preces : si numina vestra
incolumem Pallanta mihi, si fata reservant,
si visurus eum vivo et venturus in unum,
vitam oro ; patiar quemvis durare laborem :
sin aliquem infandum casum, Fortuna, minaris,
nunc o nunc liceat crudelem abrumpere vitam,
dum curae ambiguae, dum spes incerta futuri,
dum te, care puer, mea sola et sera voluptas,
complexu teneo ; gravior ne nuntius aures
vulneret," haec genitor digressu dicta supremo
fundebat : famuli collapsum in tecta ferebant.

30. 3. (*a*) Translate the following sentences and account for the case of the words printed in italics :—

(i) *cui* non sunt auditae Demosthenis vigiliae ?

(ii) *animo* cupienti nihil satis festinatur.

(iii) res eodem est *loci* quo reliquisti.

(iv) C. Verrem insimulat *avaritiae* et audaciae.

(*b*) Scan the following lines, marking the quantity of every syllable, and dividing the feet. Give the name of the metre in each case :—

" nil satis est," inquit, " quit tanti quantum habeas sis."
et tollens vacuum plus nimio gloria verticem.
auream quisquis mediocritatem.

4. Translate into Latin :—

(*a*) If you play the man in this contest, I will put you in command of the army.

(*b*) Whether by chance or design, there can be no doubt that he did much harm to his own friends.

(*c*) Preferring safety to glory, and believing that any kind of peace was better than civil war, he betook himself to Rome.

(*d*) The tribune at once despatched a messenger to inform the general of the critical situation.

5. Answer any *one* of the following :—

(*a*) Give some account of Rome's conflict with *one* of the following :—Pyrrhus, Antiochus, Mithradates.

(*b*) What were the chief measures passed by Sulla ? How far was his legislation permanent in its results ?

(*c*) Describe the nature and aims of the coalition formed in 60 B.C. by Caesar, Pompeius and Crassus.

(*d*) Give a short history of Rome's dealings with *either* Parthia *or* Britain.

(*e*) Explain the following expressions :—*intercessio, tribuni militares consulari potestate, princeps senatus, census equester, Feriae Latinae.*

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LATIN.

HONOURS.—FIRST PAPER.

Monday, 25th June.—10 A.M to 1 P.M

70 1. For Latin Prose :—

On this return to Rome, Cæsar was drawn at once into closer connection with the man who during the next twenty years was to be his friend, his rival, and his enemy. Pompeius was by this time tired of a quiet life. He had been living in dignified retirement, rarely showing himself in the forum, and when he did so, surrounded with a train of friends, who screened him from the eye and touch of the vulgar. By this means, says Plutarch, he contrived to keep up his reputation, which was purely military. At last, both to him and his friends, it seemed impossible to be idle any longer. There was real and abundant reason for the employment of the ablest soldier of the day. The audacity of the pirates was greater than ever. Lucullus too, in Asia, had begun to meet with disasters, and was unable, with his troops in a mutinous temper, to cope with the combined forces of the kings of Armenia and Pontus. To make arrangements for a campaign was constitutionally the business of the Senate ; but the Senate was not likely to recall its faithful and able general, Lucullus, nor to give any single individual the exclusive powers necessary to enable him to act with success against the pirates. A bill was proposed by a tribune, Gabinius, in the assembly of the plebs, giving Pompeius the extensive power which he himself desired.

30. 2. For Latin Verse Composition :—

(*a*) Translate into Hexameters :—

Then loudly thus before the attentive bands
He calls the gods and spreads his lifted hands :
"O first and greatest power ! whom all obey,
Who high on Ida's holy mountain sway,
Eternal Jove ! and you bright orb that roll
From East to West, and view from pole to pole !
Thou Mother Earth ! and all ye living floods !
Infernal furies and Tartarean gods,
Who rule the dead and horrid woes prepare
For perjured kings and all who falsely swear !
Hear and be witness."

(*b*) Translate into Elegiacs :—

Me whom to land the pitying billow bore,
It stripped not of the humble dress I wore ;
But he who found me dead did not disdain
Such great pollution for such little gain.
May the filched garment cleave unto his shade,
And Minos see him in my spoils arrayed !

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OR, *as an alternative to verse composition,*

Write in Latin :—

An Essay or Dialogue on the character and action of the gods in the epics of Homer and Virgil ;

OR

A Funeral Speech or *Laudatio* over a member of the family of the Scipios, commemorating the achievements of his ancestors.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 27th June.—2 to 5 P.M.

1. Translate into English :—

20. (*a*) CICERO S. D. CORNIFICIO COLLEGAE.

Grata mihi vehementer est memoria nostri tua quam significasti litteris ; quam ut conserves, non quo de tua constantia dubitem, sed quia mos est ita rogandi, rogo. ex Syria nobis tumultuosiora quaedam nuntiata sunt, quae, quia tibi sunt propiora quam nobis, tua me causa magis movent quam mea. Romae summum otium est, sed ita, ut malis salubre aliquod et honestum negotium : quod spero fore ; video id curae esse Caesari. me scito, dum tu absis, quasi occasionem quandam et licentiam nactum scribere audacius ; et cetera quidem fortasse quae etiam tu concederes ; sed proxime scripsi de optimo genere dicendi, in quo saepe suspicatus sum te a iudicio nostro, sic scilicet, ut doctum hominem ab non indocto, paulum dissidere : huic tu libro maxime velim ex animo, si minus, gratiae causa suffragere. dicam tuis ut eum, si velint, describant ad teque mittant ; puto enim, etiam si rem minus probabis, tamen in ista solitudine quidquid a me profectum sit iucundum tibi fore. quod mihi existimationem tuam dignitatemque commendas, facis tu quidem omnium more, sed velim sic existimes me cum amori quem inter nos mutuum esse intellegam plurimum tribuere tum de summo ingenio et de studiis tuis optimis et de spe amplissimae dignitatis ita iudicare, ut neminem tibi anteponam, comparem paucos.

20. (*b*) Iudicibus notis regimur fruimurque quietis
militiaeque bonis, ceu bellatore Quirino
ceu placido moderante Numa. non inminet ensis,
nullae nobilium caedes, non crimina vulgo
texuntur, patria maestus non truditur exul ;
impia continui cessant augmenta tributi ;
non infelices tabulae ; non hasta refixas
vendit opes ; avida sector non voce citatur,
nec tua privatis crescunt aeraria damnis.
munificus largi, sed non et prodigus, auri.

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perdurat non empta fides nec pectora merces
adligat; ipsa suo pro pignore castra laborant;
te miles nutritor amat. quae denique Romae
cura tibi! quam fixa manet reverentia patrum!
firmatur senium iuris priscamque resumunt
canitiem leges emendanturque vetustae
acceduntque novae. talem sensere Solonem
res Pandioniae; sic armipotens Lacedaemon
despexit muros rigido munita Lycurgo.

20. (*c*.) Litterasque ad senatum misit, quarum summa erat repertum cum ferro percussorem Agerinum, ex intimis Agrippinae libertis, et luisse eam poenas conscientia qua scelus paravisset. adiciebat crimina longius repetita, quod consortium imperii iuraturasque in feminae verba praetorias cohortes idemque dedecus senatus et populi speravisset, ac, postquam frustra habita sit, infensa militi patribusque et plebi dissuasisset donativum et congiarium periculaque viris illustribus struxisset. quanto suo labore perpetratum, ne irrumperet curiam, ne gentibus externis responsa daret. temporum quoque Claudianorum obliqua insectatione cuncta eius dominationis flagitia in matrem transtulit, publica fortuna extinctam referens. namque et naufragium narrabat: quod fortuitum fuisse quis adeo hebes inveniretur ut crederet? aut a muliere naufraga missum cum telo unum qui cohortes et classes imperatoris perfringeret? ergo non iam Nero, cuius inmanitas omnium questus anteibat, sed Seneca adverso rumore erat, quod oratione tali confessionem scripsisset.

14. 2. Translate the following, with short notes on the construction of the words in italics:—

(*a*) (*a*) cratera antiquum, quem *dat* Sidonia Dido.
(*β*) iuvenes . . . . . quos *educat* Ufens.

(*b*) mobilis Aesonide vernaque incertior aura
cur *tua polliciti* pondere verba carent?

(*c*) haud aliter caeco nocturni turbine Cori
scit peritura ratis.

(*d*) *assiduo* ruptae *lectore* columnae.

(*e*) nihil ei longius videbatur quam *dum* illud *videret* argentum.

(*f*) vix erat hoc plane imperatum, cum illum spoliatum stipatumque lictoribus *videres*.

(*g*) nec *veni*, nisi fata locum sedemque dedissent.

26. 3. Answer any *two* of the following:—

(*a*) Discuss the causes and motives of the murder of Julius Caesar, the political wisdom or folly of the act, and its immediate consequences.

(*b*) Give some account of the acquisition and administration of any *one* of the following provinces:—Sicily, Achaia, Egypt, Britain.

(*c*) How and when did Rome become a naval power? Consider her naval efficiency in the Mediterranean under the Republic.

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(*d*) Distinguish carefully *populus* and *plebs*, *imperium* and *potestas*, *comitia* and *contio*, illustrating each distinction by any regulations or varieties of procedure connected with it.

(*e*) Illustrate from Horace, Martial, and Juvenal, or other sources, the daily life of a resident in Rome.

(*f*) Give the metrical scheme of any four metres used by Horace in the Odes, other than the Sapphic and Alcaeic, and quote, if you can, an example of each.

(*g*) To what extent was didactic poetry written at Rome? Give some account either of the *Georgics* or of Lucretius' poem *De Rerum Natura*; or give a briefer account of both and draw a contrast between them.

GREEK.

LOWER GRADE.

Friday, 23rd June.—2 to 4.30 P.M.

40. I. Translate:—

The Society Jester.

Φίλιππος δ' ὁ γελωτοποιὸς εἰσελθὼν εἶπεν. Ὅτι μὲν γελωτοποιός εἰμι, ἴστε πάντες· ἥκω δὲ προθύμως, νομίσας γελοιότερον εἶναι τὸ ἄκλητον ἢ τὸ κεκλημένον ἐλθεῖν ἐπὶ τὸ δεῖπνον. Κατακλίνου τοίνυν, ἔφη ὁ Καλλίας. Δειπνούντων δὲ αὐτῶν ὁ Φίλιππος γελοῖόν τι εὐθὺς ἐπεχείρει λέγειν, ὡς δ' οὐκ ἐκίνησε γέλωτα, τότε μὲν ἀχθεσθεὶς φανερὸς ἐγένετο, αὖθις δ' ὀλίγον ὕστερον ἄλλο τι γελοῖον ἐβούλετο λέγειν. ὡς δὲ οὐδὲ τότε ἐγέλασαν ἐπ' αὐτῷ, ἐν τῷ μεταξὺ παυσάμενος τοῦ δείπνου, κατέκειτο. Καὶ ὁ Καλλίας, Τί τοῦτ', ἔφη, ὦ Φίλιππε; ἀλλ' ἡ ὀδύνη σε εἴληφε; Καὶ ὃς ἀναστενάξας εἶπε· Ναὶ μὰ Δία, ὦ Καλλία, μεγάλη γε· ἐπεὶ γὰρ γέλως ἐξ ἀνθρώπων ἀπόλωλεν, ἔρρει τὰ ἐμὰ πράγματα, πρόσθεν μὲν γὰρ τούτου ἕνεκα ἐκαλούμην ἐπὶ τὰ δεῖπνα, ἵνα εὐφραίνουτο οἱ συνόντες δι' ἐμὲ γελῶντες· νῦν δὲ τίνος ἕνεκα καὶ καλεῖ μέ τις;

24. II. Translate into Greek:—

(1) He said that he knew we were telling the truth.

(2) If you said that, no one would believe you.

(3) I did not think he would be able to tell us.

(4) Do not give that book to any one.

(5) I asked him whether his father was alive or not.

(6) They sent messengers to announce the victory.

[Give two renderings of (6), if you can.]

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10. III. (*a*) Give—

gen. sing. of θάλαττα, θυγάτηρ, ὀδούς, χείρ, κύων, πούς.
dat. plur. of πατήρ, θρίξ, ἀνήρ, πόλις, νύξ, παῖς.
gen. plur. fem. of πολύς, τοιόσδε, οὗτος, μείζων, ἑστηκώς, δεδούς.

Parse—

πλείους, ὁσί, πειθοῖ, νεώς, μέγαν.

Compare—

δεινός, σοφός, ὀλίγος, ταχύς, ῥᾴδιος.

10. (*b*) Parse, giving 1st sing. pres. ind. with active meaning:—

παρακείσθω, παραστῆσαι, εἰδείη, βαδιεῖται, προσῆα, ἀνειπεῖν, ἔνεγκε, τεθναίην, προερῶ, βεβιωκέναι, ἐπιλέλησμαι, ἡμάρτηται.

Give—

aor. inf. with active meaning of ὑπομένω, καθορῶ, ἐμπίμπλημι, ἀναμιμνήσκω.
1st sing. perf. ind. act. of πείθω, καταβάλλω, παρέχω, ἀποστέλλω.
3rd sing. fut. ind. with active meaning of πίνω, νομίζω, καλῶ, ἀφίημι.

16. (*c*) Distinguish in meaning between μετ' ἐμοῦ, μετ' ἐμέ: ὑπὲρ ἡμῶν, ὑπὲρ ἡμᾶς: πρὸς τούτοις, πρὸς ταῦτα.

Translate, adding a note on the syntax:—

(1) Μέμνησο ὧν σοι ἔλεγον.
(2) Ὑπὸ τῶν πολιτῶν ἐπέθανεν ὁ τύραννος.
(3) Οὐκ ἂν εὕροις οὐδαμοῦ οὐδένα ἐμοῦ σοφώτερον.
(4) Εὖ ἴδῃ τὸν ἄνθρωπον ψευδῆ ἐροῦντα.
(5) Ἐὰν μὴ ἐξέλθῃς, ἡμεῖς σ' ἐκβαλοῦμεν.
(6) Εἰ σὺ παρῆσθα, οὐκ ἂν ἐτόλμα ταῦτα λέγειν.

Give the Greek for—*Come to me, do so, tell us, go with us, put it down, say nothing.*

GREEK.

HIGHER GRADE.

Friday, 22nd June.—2 to 5 P.M.

(Candidates will not be allowed to pass unless they reach the necessary standard both in Grammar and in Translation.)

I. Translate:—

The value of oratory to statesmen.

20. Ἀλλ' εὑρήσετε καὶ τῶν ἐν τῷ παρόντι πολιτευομένων καὶ τῶν νεωστὶ τετελευτηκότων τοὺς πλείστην ἐπιμέλειαν τῶν λόγων ποιουμένους βελτίστους ὄντας τῶν ἐπὶ τὸ βῆμα παριόντων, ἔτι δὲ τῶν παλαιῶν τοὺς ἀρίστους ῥήτορας, καὶ μεγίστην δόξαν λαβόντας πλείστων ἀγαθῶν αἰτίους τῇ πόλει γεγενημένους,

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ἀρξαμένους ἀπὸ Σόλωνος. ἐκεῖνος γὰρ προστάτης τοῦ δήμου καταστὰς οὕτως ἐνομοθέτησε καὶ τὴν πόλιν κατεσκεύασεν ὥστ' ἔτι καὶ νῦν ἀγαπᾶσθαι τὴν διοίκησιν τὴν ὑπ' ἐκείνου συνταχθεῖσαν. μετὰ δὲ ταῦτα Κλεισθένης ἐκπεσὼν ἐκ τῆς πόλεως ὑπὸ τῶν τυράννων, λόγῳ πείσας τοὺς Ἀμφικτύονας δανεῖσαι τῶν τοῦ θεοῦ χρημάτων αὐτῷ, τόν τε δῆμον κατήγαγε καὶ τοὺς τυράννους ἐξέβαλε καὶ τὴν δημοκρατίαν ἐκείνην κατέστησε τὴν αἰτίαν τοῖς Ἕλλησι τῶν μεγίστων ἀγαθῶν γενομένην. ἐπὶ δὲ τούτῳ Θεμιστοκλῆς ἡγεμὼν ἐν τῷ πολέμῳ τῷ Περσικῷ γενόμενος, συνεβούλευσε τοῖς προγόνοις ἡμῶν ἐκλιπεῖν τὴν πόλιν, ὃ τίς ἂν ὀλὸς τ' ἐγένετο πεῖσαι μὴ πολὺ τῷ λόγῳ διενεγκών; τὸ δὲ τελευταῖον, Περικλῆς, ῥήτωρ ἄριστος ὤν, οὕτως ἐκόσμησε τὴν πόλιν, ὥστ' ἔτι καὶ νῦν τοὺς εἰσαφικνουμένους εἰς αὐτὴν νομίζειν μὴ μόνον ἄρχειν ἀξίαν εἶναι τῶν Ἑλλήνων ἀλλὰ καὶ τῶν ἄλλων ἁπάντων. καὶ τούτων τῶν ἀνδρῶν τῶν τηλικαῦτα διαπραξαμένων οὐδεὶς λόγων ἠμέλησεν.

20. II. Translate *one* of the following passages :—

(*a*) *Hector accepts the challenge of Achilles.*

Τὸν δ' σὺ ταρβήσας προσέφη κορυθαίολος Ἕκτωρ·
Πηλεΐδη, μὴ δή μ' ἐπέεσσί γε, νηπύτιον ὥς,
ἔλπεο δειδίξεσθαι· ἐπεὶ σάφα οἶδα καὶ αὐτὸς
ἠμὲν κερτομίας ἠδ' αἴσυλα μυθήσασθαι.
οἶδα δ' ὅτι σὺ μὲν ἐσθλός, ἐγὼ δὲ σέθεν πολὺ χείρων.
ἀλλ' ἦτοι μὲν ταῦτα θεῶν ἐν γούνασι κεῖται.
αἴ κέ σε χειρότερός περ ἐὼν ἀπὸ θυμὸν ἕλωμαι,
δουρὶ βαλὼν, ἐπεὶ καὶ ἐμὸν βέλος ὀξὺ πάροιθεν.
Ἦ ῥα, καὶ ἀμπεπαλὼν προΐει δόρυ, καὶ τό γ' Ἀθήνη
πνοιῇ Ἀχιλλῆος πάλιν ἔτραπε κυδαλίμοιο,
ἧκα μάλα ψύξασα· τὸ δ' ἆψ ἴκεθ' Ἕκτορα δῖον,
αὐτοῦ δὲ προπάροιθε ποδῶν πέσεν. αὐτὰρ Ἀχιλλεὺς
ἐμμεμαὼς ἐπόρουσε, κατακτάμεναι μενεαίνων,
σμερδαλέα ἰάχων· τὸν δ' ἐξήρπαξεν Ἀπόλλων
ῥεῖα μάλ', ὡς τε θεός, ἐκάλυψε δ' ἄρ' ἠέρι πολλῇ.

Scan the first four verses, noting any peculiarities of Homeric prosody.

(*b*) *The messenger announces the arrival of Iphigenia and her mother at Aulis.*

20 Ἀγάμεμνον, ἥκω παῖδά σοι τὴν σὴν ἄγων,
ἣν Ἰφιγένειαν ὠνόμαζες ἐν δόμοις·
μήτηρ δ' ὁμαρτεῖ, σῆς Κλυταιμνήστρας δέμας,
καὶ παῖς Ὀρέστης, ὥστε τερφθεὶς ἰδών,
χρόνον παλαιὸν δωμάτων ἔκδημος ὤν.
ἀλλ' ὡς μακρὰν ἔτεινον, εὕρυτον παρὰ
κρήνην ἀναψύχουσι θηλύπουν βάσιν,
αὐταί τε πῶλοί τ'· εἰς δὲ λειμώνων χλόην
καθεῖμεν αὐτάς, ὡς βορᾶς γευσαίατο.
ἐγὼ δὲ πρόδρομος σῆς παρασκευῆς χάριν
ἥκω· πέπυσται γὰρ στρατὸς—ταχεῖα γὰρ
διῆξε φήμη—παῖδα σὴν ἀφιγμένην.
πᾶς δ' εἰς θέαν ὅμιλος ἔρχεται δρόμῳ,
σὴν παῖδ' ὅπως ἴδωσιν· οἱ δ' εὐδαίμονες
ἐν πᾶσι κλεινοὶ καὶ περίβλεπτοι βροτοῖς.

Scan the first four verses, marking the cæsura in each.

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III. For Greek Prose :—

25. Though well aware of the great danger we were in, we resolved to continue our march at daybreak. It was quite impossible for us to stay where we were; for all through the night we had heard the wild beasts close at hand in the forest. On the other hand, we thought it would no longer be safe for us to return to the village we had left the day before. The chief had, indeed, been friendly; but at that time he was still ignorant of our intentions. We decided, therefore, to make for the river which we had seen from the top of the hill. If we could cross it, we might be able to reach the coast before the natives started in our pursuit. Otherwise, we had no hope of escape.

IV. (1) Give aor. inf. act. of *ἐμμένω*, *προσαγορεύω*, *διαφέρω*, *καταγιγνώσκω*.

5. 1st sing. perf. ind. act. of *ἀπέρχομαι*, *ἀναιρῶ*, *ἀνίημι*, *ὄμνυμι*.

3rd sing. fut. ind. with active meaning of *σκοπῶ*, *καθορῶ*, *νομίζω*, *ἀποκτείνω*.

Parse, giving 1st sing. pres. ind. act., *καθεστάναι*, *ὑποσχόμενος*, *ἐξελᾷ*, *σύγγνωθι*, *συνερρυηκέναι*.

10. (2) Translate, adding a note on the syntax :—

(*a*) *εὖ ἤδη ἀποθανούμενος ὑπὸ τῶν πολεμίων εἰ ληφθείην.*

(*b*) *εἰ γὰρ τοῦτό μοι προεῖπες, ἵνα μὴ ἀπῆλθον.*

(*c*) *περιεμένομεν ἑκάστοτε ἕως ἀνοιχθείη ἡ θύρα.*

(*d*) *εἰ μὲ κακῶς ἐρεῖς, ὦ ἄνθρωπε, δίκην δώσεις.*

(*e*) *οὐδεὶς ἀντεῖπε μὴ οὐ ταῦθ' οὕτως ἔχειν.*

(3) Translate into Greek :—

15 (*a*) Do not tell anyone where I have gone.

(*b*) If I had thought that he was absent, I should not have come.

(*c*) Ask the boy whether he is older than his brother.

(*d*) If you see my father, tell him that I am ill.

(*e*) As soon as the enemy saw us they ran away.

(4) (*a*) What is the difference of meaning between *ὥστε ἐλθεῖν* and *ὥστε ἦλθον*?

(*b*) When can you use the subjunctive in an imperative sense
5. like the Latin *dicamus*, *dicant*?

GREEK.

HONOURS.—FIRST PAPER.

Friday, 22nd June.—2 to 5 P.M.

I. Translate :—

(1) *The shade of Patroclus addresses Achilles.*

20. *ἦλθε δ' ἐπὶ ψυχὴ Πατροκλῆος δειλοῖο,*
πάντ' αὐτῷ, μέγεθός τε καὶ ὄμματα κάλ', εἰκυῖα,

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καὶ φωνήν, καὶ τοῖα περὶ χροὶ εἵματα ἕστο·
στῆ δ' ἄρ' ὑπὲρ κεφαλῆς, καί μιν πρὸς μῦθον ἔειπεν·
Εὖδεις, αὐτάρ ἐμεῖο λελασμένος ἔπλευ, Ἀχιλλεῦ;
οὐ μέν μευ ζώοντος ἀκήδεις, ἀλλὰ θανόντος·
θάπτε με ὅττι τάχιστα, πύλας Ἀΐδαο περήσω.
τηλέ με εἴργουσι ψυχαί, εἴδωλα καμόντων,
οὐδέ μέ πω μίσγεσθαι ὑπὲρ ποταμοῖο ἐῶσιν·
ἀλλ' αὔτως ἀλάλημαι ἀν' εὐρυπυλὲς Ἄϊδος δῶ.
καί μοι δὸς τὴν χεῖρ', ὀλοφύρομαι· οὐ γὰρ ἔτ' αὖτις
νίσομαι ἐξ Ἀΐδαο, ἐπήν με πυρὸς λελάχητε.
οὐ μὲν γὰρ ζωοί γε φίλων ἀπάνευθεν ἑταίρων
βουλὰς ἑζόμενοι βουλεύσομεν· ἀλλ' ἐμὲ μὲν κὴρ
ἀμφέχανε στυγερή, ἥπερ λάχε γεινόμενόν περ·
καὶ δὲ σοὶ αὐτῷ μοῖρα, θεοῖς ἐπιείκελ' Ἀχιλλεῦ,
τείχει ὕπο Τρώων εὐηγενέων ἀπολέσθαι.

(2) *Theseus seeks to arouse Herakles from his despair.*

ΘΗ. εἶεν· σὲ τὸν θάσσοντα δυστήνους ἕδρας
20. αὐδῶ φίλοισιν ὄμμα δεικνύναι τὸ σόν.
οὐδεὶς σκότος γὰρ ὥδ' ἔχει μέλαν νέφος,
ὅστις κακῶν σῶν συμφορὰν κρύψειεν ἄν.
τί μοι προσείπων χεῖρα σημαίνεις φόβον;
ὡς μὴ μύσος με σῶν βάλῃ προσφθεγμάτων;
οὐδὲν μέλει μοι σήν γε σοὶ πράσσειν κακῶς·
καὶ γάρ ποτ' ηὐτύχησ'· ἐκεῖσ' ἀνοιστέον,
ὅτ' ἐξέσωσάς μ' ἐς φάος νεκρῶν πάρα.
χάριν δὲ γηράσκουσαν ἐχθαίρω φίλων,
καὶ τῶν καλῶν μὲν ὅστις ἀπολαύειν θέλει,
συμπλεῖν δὲ τοῖς φίλοισι δυστυχοῦσιν οὔ.
ἀνίστασ', ἐκκάλυψον ἄθλιον κάρα,
βλέψον πρὸς ἡμᾶς. ὅστις εὐγενὴς βροτῶν,
φέρει τὰ θεῶν γε πτώματ', οὐδ' ἀναίνεται.
ΗΡ. Θησεῦ, δέδορκας τόνδ' ἀγῶν' ἐμῶν τέκνων;
ΘΗ. ἤκουσα, καὶ βλέποντι σημαίνεις κακά.
ΗΡ. τί δῆτά μου κρᾶτ' ἀνεκάλυψας ἡλίῳ;
ΘΗ. τί δ' οὔ; μιαίνεις θνητὸς ὢν τὰ τῶν θεῶν;
ΗΡ. φεῦγ', ὦ ταλαίπωρ', ἀνόσιον μίασμ' ἐμόν.
ΘΗ. οὐδεὶς ἀλάστωρ τοῖς φίλοις ἐκ τῶν φίλων.

60. II. For Greek Prose:

In the morning before the battle, as always upon action, he was very cheerful, and put himself into the first rank of the Lord Byron's regiment, then advancing upon the enemy, who had lined the hedges upon both sides with musketeers; from whence he was shot with a musket in the lower part of his belly, and in the instant falling from his horse, his body was not found till the next morning; till when there was some hope he might have been a prisoner, though his nearest friends, who knew his temper, received small comfort from that imagination. Thus fell that incomparable young man in the four-and-thirtieth year of his age, having so much despatched the true business of life that the eldest rarely attain to that immense knowledge, and the youngest enter not into the world with more innocency. Whosoever leads such a life, needs be the less anxious upon how short warning it is taken from him.

CLARENDON.

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GREEK.

HONOURS—SECOND PAPER.

Thursday, 28th June.—2 to 5 P.M.

I. Translate :—

25. (1) Τῶν γὰρ Ἀθηναίων ἐγκειμένων τῇ Πελοποννήσῳ καὶ οὐχ ἥκιστα τῇ ἐκείνων γῇ, ἤλπιζον ἀποστρέψαι αὐτοὺς μάλιστα, εἰ ἀντιπαραλυποῖεν πέμψαντες ἐπὶ τοὺς ξυμμάχους αὐτῶν στρατιάν, ἄλλως τε καὶ ἑτοίμων ὄντων τρέφειν τε καὶ ἐπὶ ἀποστάσει σφᾶς ἐπικαλουμένων. καὶ ἅμα τῶν Εἰλώτων βουλομένοις ἦν ἐπὶ προφάσει ἐκπέμψαι, μή τι πρὸς τὰ παρόντα τῆς Πύλου ἐχομένης νεωτερίσωσιν, ἐπεὶ καὶ τόδε ἔπραξαν, φοβούμενοι αὐτῶν τὴν νεότητα καὶ τὸ πλῆθος (ἀεὶ γὰρ τὰ πολλὰ Λακεδαιμονίοις πρὸς τοὺς Εἵλωτας τῆς φυλακῆς πέρι μάλιστα καθεστήκει)· προεῖπον αὐτῶν ὅσοι ἀξιοῦσιν ἐν τοῖς πολεμίοις γεγενῆσθαι σφίσιν ἄριστοι, κρίνεσθαι, ὡς ἐλευθερώσοντες, πεῖραν ποιούμενοι, καὶ ἡγούμενοι τούτους σφίσιν ὑπὸ φρονήματος, οἵπερ καὶ ἠξίωσαν πρῶτος ἕκαστος ἐλευθεροῦσθαι, μάλιστα ἂν καὶ ἐπιθέσθαι. καὶ προκρίναντες ἐς δισχιλίους, οἱ μὲν ἐστεφανώσαντό τε καὶ τὰ ἱερὰ περιῆλθον ὡς ἠλευθερωμένοι, οἱ δὲ οὐ πολλῷ ὕστερον ἠφάνισάν τε αὐτούς, καὶ οὐδεὶς ᾔσθετό ὅτῳ τρόπῳ ἕκαστος διεφθάρη. καὶ τότε προθύμως τῷ Βρασίδᾳ αὐτῶν ξυνέπεμψαν ἑπτακοσίους ὁπλίτας, τοὺς δ' ἄλλους ἐκ τῆς Πελοποννήσου μισθῷ πείσας ἐξήγαγεν.

25. (2) Ὦ παῖδες, ὅτι μέν ἐστε πατέρων ἀγαθῶν, αὐτὸ μηνύει τὸ νῦν παρὸν· ἡμῖν δὲ ἐξὸν ζῆν μὴ καλῶς, καλῶς αἱρούμεθα μᾶλλον τελευτᾶν, πρίν ὑμᾶς τε καὶ τοὺς ἔπειτα εἰς ὀνείδη καταστῆσαι, καὶ πρὶν τοὺς ἡμετέρους πατέρας καὶ πᾶν τὸ πρόσθεν γένος αἰσχῦναι, ἡγούμενοι τῷ τοὺς αὐτοῦ αἰσχύναντι ἀβίωτον εἶναι, καὶ τῷ τοιούτῳ οὔτε τινὰ ἀνθρώπων οὔτε θεῶν φίλον εἶναι οὔτ' ἐπὶ γῆς οὔθ' ὑπὸ γῆς τελευτήσαντι. χρὴ οὖν μεμνημένους τῶν ἡμετέρων λόγων, ἐάν τι καὶ ἄλλο ἀσκῆτε, ἀσκεῖν μετ' ἀρετῆς, εἰδότας ὅτι τούτου λειπόμενα πάντα καὶ κτήματα καὶ ἐπιτηδεύματα αἰσχρὰ καὶ κακά. οὔτε γάρ πλοῦτος κάλλος φέρει τῷ κεκτημένῳ μετ' ἀνανδρίας — ἄλλῳ γὰρ ὁ τοιοῦτος πλουτεῖ, καὶ οὐχ ἑαυτῷ — οὔτε σώματος κάλλος καὶ ἰσχὺς δειλῷ καὶ κακῷ συνοικοῦντα πρέποντα φαίνεται, ἀλλ' ἀπρεπῆ, καὶ ἐπιφανέστερον ποιεῖ τὸν ἔχοντα καὶ ἐκφαίνει τὴν δειλίαν· πᾶσά τε ἐπιστήμη χωριζομένη δικαιοσύνης καὶ τῆς ἄλλης ἀρετῆς πανουργία, οὐ σοφία φαίνεται. ὧν ἕνεκα καὶ πρῶτον καὶ ὕστατον καὶ διὰ παντὸς πᾶσαν πάντως προθυμίαν πειρᾶσθε ἔχειν, ὅπως μάλιστα μὲν ὑπερβαλεῖσθε καὶ ἡμᾶς καὶ τοὺς πρόσθεν εὐκλείᾳ· εἰ δὲ μή, ἴστε ὡς ἡμῖν, ἂν μὲν νικῶμεν ὑμᾶς ἀρετῇ, ἡ νίκη αἰσχύνην φέρει, ἡ δὲ ἧττα, ἐάν ἡττώμεθα, εὐδαιμόνιαν. μάλιστα δ' ἂν νικῴμεθα καὶ ὑμεῖς νικῴητε, εἰ παρασκευάσαισθε τῇ τῶν προγόνων δόξῃ μὴ καταχρησόμενοι μηδ' ἀναλώσοντες αὐτήν, γνόντες ὅτι ἀνδρὶ οἰομένῳ τι εἶναι οὐκ ἔστιν αἴσχιον οὐδὲν ἢ παρέχειν ἑαυτὸν τιμώμενον μὴ δι' ἑαυτόν, ἀλλὰ διὰ δόξαν προγόνων.

II. Translate, with notes on the syntax :—

30 (1) Ἔρδοι τις ἥν ἕκαστος εἰδείη τέχνην.

(2) Ἔσθ' οὖν ὅπως Ἄλκηστις ἐς γῆρας μόλοι;

(3) Γέροντα δ' ὀρθοῦν φλαῦρον ὃς νέος πέσῃ.

(4) Οἱ ὄνοι, ἐπεί τις διώκοι, προδραμόντες ἂν εἱστήκεσαν.

(5) Θανουμένη γὰρ ἐξῄδη.

(6) Τί ἐμποδὼν μὴ οὐχὶ ἀποθανεῖν;

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καὶ φωνήν, καὶ τοῖα περὶ χροὶ εἵματα ἕστο·
στῆ δ' ἄρ' ὑπὲρ κεφαλῆς, καί μιν πρὸς μῦθον ἔειπεν·
Εὖδεις, αὐτάρ ἐμεῖο λελασμένος ἔπλευ, Ἀχιλλεῦ;
οὐ μέν μευ ζώοντος ἀκήδεις, ἀλλὰ θανόντος·
θάπτε με ὅττι τάχιστα, πύλας Ἀΐδαο περήσω.
τῆλέ με εἴργουσι ψυχαί, εἴδωλα καμόντων,
οὐδέ μέ πω μίσγεσθαι ὑπὲρ ποταμοῖο ἐῶσιν·
ἀλλ' αὖτως ἀλάλημαι ἀν' εὐρυπυλὲς Ἄϊδος δῶ.
καί μοι δὸς τὴν χεῖρ', ὀλοφύρομαι· οὐ γὰρ ἔτ' αὖτις
νίσομαι ἐξ Ἀΐδαο, ἐπήν με πυρὸς λελάχητε.
οὐ μὲν γὰρ ζωοί γε φίλων ἀπάνευθεν ἑταίρων
βουλὰς ἑζόμενοι βουλεύσομεν· ἀλλ' ἐμὲ μὲν κὴρ
ἀμφέχανε στυγερή, ἥπερ λάχε γεινόμενόν περ·
καὶ δὲ σοὶ αὐτῷ μοῖρα, θεοῖς ἐπιείκελ' Ἀχιλλεῦ,
τείχει ὕπο Τρώων εὐηγενέων ἀπολέσθαι.

(2) *Theseus seeks to arouse Herakles from his despair.*

ΘΗ. εἶεν· σὲ τὸν θάσσοντα δυστήνους ἕδρας
21. αὐδῶ φίλοισιν ὄμμα δεικνύναι τὸ σόν.
οὐδεὶς σκότος γὰρ ὥδ' ἔχει μέλαν νέφος,
ὅστις κακῶν σῶν συμφορὰν κρύψειεν ἄν.
τί μοι προσείων χεῖρα σημαίνεις φόβον;
ὡς μὴ μύσος με σῶν βάλῃ προσφθεγμάτων;
οὐδὲν μέλει μοι σύν γε σοὶ πράσσειν κακῶς·
καὶ γάρ ποτ' ηὐτύχησ'· ἐκεῖσ' ἀνοιστέον,
ὅτ' ἐξέσωσάς μ' ἐς φάος νεκρῶν πάρα.
χάριν δὲ γηράσκουσαν ἐχθαίρω φίλων,
καὶ τῶν καλῶν μὲν ὅστις ἀπολαύειν θέλει,
συμπλεῖν δὲ τοῖς φίλοισι δυστυχοῦσιν οὔ.
ἀνίστασ', ἐκκάλυψον ἄθλιον κάρα,
βλέψον πρὸς ἡμᾶς. ὅστις εὐγενὴς βροτῶν,
φέρει τὰ θεῶν γε πτώματ', οὐδ' ἀναίνεται.
ΗΡ. Θησεῦ, δέδορκας τόνδ' ἀγῶν' ἐμῶν τέκνων;
ΘΗ. ἤκουσα, καὶ βλέποντι σημαίνεις κακά.
ΗΡ. τί δῆτά μου κρᾶτ' ἀνεκάλυψας ἠλίῳ;
ΘΗ. τί δ' οὔ; μιαίνεις θνητὸς ὢν τὰ τῶν θεῶν;
ΗΡ. φεῦγ', ὦ ταλαίπωρ', ἀνόσιον μίασμ' ἐμόν.
ΘΗ. οὐδεὶς ἀλάστωρ τοῖς φίλοις ἐκ τῶν φίλων.

60. II. For Greek Prose:

In the morning before the battle, as always upon action, he was very cheerful, and put himself into the first rank of the Lord Byron's regiment, then advancing upon the enemy, who had lined the hedges upon both sides with musketeers; from whence he was shot with a musket in the lower part of his belly, and in the instant falling from his horse, his body was not found till the next morning; till when there was some hope he might have been a prisoner, though his nearest friends, who knew his temper, received small comfort from that imagination. Thus fell that incomparable young man in the four-and-thirtieth year of his age, having so much despatched the true business of life that the eldest rarely attain to that immense knowledge, and the youngest enter not into the world with more innocency. Whosoever leads such a life, needs be the less anxious upon how short warning it is taken from him.

CLARENDON.

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GREEK.

HONOURS—SECOND PAPER.

Thursday, 28th June.—2 to 5 P.M.

I. Translate :—

25. (1) Τῶν γὰρ Ἀθηναίων ἐγκειμένων τῇ Πελοποννήσῳ καὶ οὐχ ἥκιστα τῇ ἐκείνων γῇ, ἤλπιζον ἀποστρέψαι αὐτοὺς μάλιστα, εἰ ἀντιπαραλυποῖεν πέμψαντες ἐπὶ τοὺς ξυμμάχους αὐτῶν στρατιάν, ἄλλως τε καὶ ἑτοίμων ὄντων τρέφειν τε καὶ ἐπὶ ἀποστάσει σφᾶς ἐπικαλουμένων. καὶ ἅμα τῶν Εἱλώτων βουλομένοις ἦν ἐπὶ προφάσει ἐκπέμψαι, μή τι πρὸς τὰ παρόντα τῆς Πύλου ἐχομένης νεωτερίσωσιν, ἐπεὶ καὶ τόδε ἔπραξαν, φοβούμενοι αὐτῶν τὴν νεότητα καὶ τὸ πλῆθος (ἀεὶ γὰρ τὰ πολλὰ Λακεδαιμονίοις πρὸς τοὺς Εἵλωτας τῆς φυλακῆς πέρι μάλιστα καθεστήκει)· προεῖπον αὐτῶν ὅσοι ἀξιοῦσιν ἐν τοῖς πολεμίοις γεγενῆσθαι σφίσιν ἄριστοι, κρίνεσθαι, ὡς ἐλευθερώσοντες, πεῖραν ποιούμενοι, καὶ ἡγούμενοι τούτους σφίσιν ὑπὸ φρονήματος, οἵπερ καὶ ἠξίωσαν πρῶτος ἕκαστος ἐλευθεροῦσθαι, μάλιστα ἂν καὶ ἐπιθέσθαι. καὶ προκρίναντες ἐς δισχιλίους, οἱ μὲν ἐστεφανώσαντό τε καὶ τὰ ἱερὰ περιῆλθον ὡς ἠλευθερωμένοι, οἱ δὲ οὐ πολλῷ ὕστερον ἠφάνισάν τε αὐτούς, καὶ οὐδεὶς ᾔσθετό ὅτῳ τρόπῳ ἕκαστος διεφθάρη. καὶ τότε προθύμως τῷ Βρασίδᾳ αὐτῶν ξυνέπεμψαν ἑπτακοσίους ὁπλίτας, τοὺς δ' ἄλλους ἐκ τῆς Πελοποννήσου μισθῷ πείσας ἐξήγαγεν.

25. (2) Ὦ παῖδες, ὅτι μέν ἐστε πατέρων ἀγαθῶν, αὐτὸ μηνύει τὸ νῦν παρὸν· ἡμῖν δὲ ἐξὸν ζῆν μὴ καλῶς, καλῶς αἱρούμεθα μᾶλλον τελευτᾶν, πρὶν ὑμᾶς τε καὶ τοὺς ἔπειτα εἰς ὀνείδη καταστῆσαι, καὶ πρὶν τοὺς ἡμετέρους πατέρας καὶ πᾶν τὸ πρόσθεν γένος αἰσχῦναι, ἡγούμενοι τῷ τοὺς αὑτοῦ αἰσχύναντι ἀβίωτον εἶναι, καὶ τῷ τοιούτῳ οὔτε τινὰ ἀνθρώπων οὔτε θεῶν φίλον εἶναι οὔτ' ἐπὶ γῆς οὔθ' ὑπὸ γῆς τελευτήσαντι. χρὴ οὖν μεμνημένους τῶν ἡμετέρων λόγων, ἐάν τι καὶ ἄλλο ἀσκῆτε, ἀσκεῖν μετ' ἀρετῆς, εἰδότας ὅτι τούτου λειπόμενα πάντα καὶ κτήματα καὶ ἐπιτηδεύματα αἰσχρὰ καὶ κακά. οὔτε γάρ πλοῦτος κάλλος φέρει τῷ κεκτημένῳ μετ' ἀνανδρίας — ἄλλῳ γὰρ ὁ τοιοῦτος πλουτεῖ, καὶ οὐχ ἑαυτῷ — οὔτε σώματος κάλλος καὶ ἰσχὺς δειλῷ καὶ κακῷ συνοικοῦντα πρέποντα φαίνεται, ἀλλ' ἀπρεπῆ, καὶ ἐπιφανέστερον ποιεῖ τὸν ἔχοντα καὶ ἐκφαίνει τὴν δειλίαν· πᾶσά τε ἐπιστήμη χωριζομένη δικαιοσύνης καὶ τῆς ἄλλης ἀρετῆς πανουργία, οὐ σοφία φαίνεται. ὧν ἕνεκα καὶ πρῶτον καὶ ὕστατον καὶ διὰ παντὸς πᾶσαν πάντως προθυμίαν πειρᾶσθε ἔχειν, ὅπως μάλιστα μὲν ὑπερβαλεῖσθε καὶ ἡμᾶς καὶ τοὺς πρόσθεν εὐκλείᾳ· εἰ δὲ μή, ἴστε ὡς ἡμῖν, ἂν μὲν νικῶμεν ὑμᾶς ἀρετῇ, ἡ νίκη αἰσχύνην φέρει, ἡ δὲ ἧττα, ἐάν ἡττώμεθα, εὐδαιμόνιαν. μάλιστα δ' ἂν νικῴμεθα καὶ ὑμεῖς νικῷητε, εἰ παρασκευάσαισθε τῇ τῶν προγόνων δόξῃ μὴ καταχρησόμενοι μηδ' ἀναλώσοντες αὐτήν, γνόντες ὅτι ἀνδρὶ οἰομένῳ τι εἶναι οὐκ ἔστιν αἴσχιον οὐδέν ἢ παρέχειν ἑαυτὸν τιμώμενον μὴ δι' ἑαυτόν, ἀλλὰ διὰ δόξαν προγόνων.

II. Translate, with notes on the syntax :—

30 (1) Ἔρδοι τις ἣν ἕκαστος εἰδείη τέχνην.

(2) Ἔσθ' οὖν ὅπως Ἄλκηστις ἐς γῆρας μόλοι;

(3) Γέροντα δ' ὀρθοῦν φλαῦρον ὃς νέος πέσῃ.

(4) Οἱ ὄνοι, ἐπεί τις διώκοι, προδραμόντες ἂν εἱστήκεσαν.

(5) Θανουμένη γὰρ ἐξῄδη.

(6) Τί ἐμποδὼν μὴ οὐχὶ ἀποθανεῖν;

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Give the meaning of the following words in Tragedy with their equivalents in Attic prose :—

μόχθος, στύγος, ἀπαυδᾶν, προσφωνεῖν, κατάκτας, ἀστός, σύγγνοια, κάρτα, δόμοι, εἰσδέρκομαι.

Distinguish in meaning the following pairs of phrases :—

αἰσχύνομαι λέγειν, αἰσχύνομαι λέγων : εἰπὼν ὅτι μένοι, εἰπὼν μένειν : ἄρχω τῶν λόγων, ἄρχομαι τῶν λόγων.

Distinguish according to their accent :—

εἶπε, εἰπέ : συλλόγων, συλλογῶν : μένειν, μενεῖν.

Give the derivation of the following English words, noting any difference between the Greek originals and the derivatives :—

litany, liturgy, anodyne, heresy, policy, patriot.

20 III. Answer any *two* of the following questions :—

(1) In what sense may the Epic dialect be called artificial ?

(2) What are the chief differences between Ancient and Modern Tragedy ?

(3) State what you know of any of the following :—

Archilochus, Ibycus, Bacchylides, Isocrates, Apollonius Rhodius.

(4) Illustrate the importance of sea-power from Greek history.

(5) Write notes upon the following :—

νόμος, ψήφισμα, φρατρία, μέτοικος, γραφὴ ξενίας.

FRENCH.

LOWER GRADE.

Friday, 22nd June.—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered. The greatest possible attention should be paid to correctness of style both in French and in English.

1. Translate into French :—

30. After dinner, Mrs. Merton filled a glass of wine, and bade Harry drink it up ; but he thanked her, and said he was not thirsty. "But, my dear," said she, "this is very sweet and pleasant." "Ay, but, madam, Mr. Barlow says that we should eat only when we are hungry, and drink only when we are thirsty."

"This little man is a great philosopher," said Mr. Merton, "and we should be much obliged to Mr. Barlow if he would take our Tommy under his care,* for he grows a great boy, and it is time that he should

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* *Take Tommy under his care :* s'occuper de, *or* se charger de Tommy.

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know something. What say you, Tommy, should you like to be a philosopher?"

"Indeed, papa, I don't know what a philosopher is; but I should like to be a king, because he's finer and richer than anybody else, and has nothing to do, and everyone waits upon him,* and is afraid of him."

"Well said, my dear," replied Mrs. Merton; "and a king you deserve to be."

2. Translate into idiomatic English:—

20. (*a*) *À Mademoiselle Laure de Balzac.*

Paris, 12 avril 1819.

Tu veux, ma chère sœur, des détails sur mon installation et ma manière de vivre, en voici!

J'ai répondu à maman elle-même sur les achats; mais . . . j'ai pris un domestique!

—Un domestique! Y penses-tu, mon frère?

Oui, un domestique. Il a un nom aussi drôle que celui du docteur Nacquart: le sien s'appelle *Tranquille;* le mien s'appelle *Moi-même.* Moi-même est paresseux, maladroit, imprévoyant. Son maître a faim, a soif: il n'a quelquefois ni pain ni eau à lui offrir; il ne sait pas même le garantir contre le vent, qui souffle à travers la porte et la fenêtre comme Tulon dans sa flûte, mais moins agréablement.

Dès que je suis éveillé, je sonne Moi-même, et il fait mon lit. Il se met à balayer et n'est guère adroit dans cet exercice.

—Moi-même!
—Plaît-il, monsieur?
—Regardez cette poussière sur les vitres qui m'aveugle!
—Mais, monsieur, je ne vois pas . . . .
—Allons, taisons-nous!
Et il se tait.

Il bat mes habits, balaye en chantant, chante en balayant, rit en causant, cause en riant. C'est un bon garçon. Il a mis mon linge en ordre dans l'armoire et il a peint en blanc la chambre.

(*b*) Écolier, qui pars pour l'école,
10. Garde-toi de traîner le pas;
En chemin ne t'amuse pas.
Mais songe à l'heure qui s'envole.

Pour ton modèle et ton symbole,
Si tu m'en crois, tu choisiras,
Non pas le papillon frivole,
Trop ami des joyeux ébats,†

Mais l'abeille toujours pressée
Qui butine‡ dans la rosée
Toutes les fleurs riches en miel.

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* *Waits upon him:* le sert.

† *ébats:* sports.

‡ *butiner:* to despoil.

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20. 3. Write from memory a French version of the passage read out.

10. 4. Translate into French :—

(1) I hope it will not rain to-morrow. I want to do something very important, and, if it rained, I could not do it.

(2) Why didn't you learn your lesson last night ?
I did learn it, sir, but I can't remember it.

10. 5. Répondez, en français, en quelques lignes, aux questions suivantes :

(1) Qu'est-ce qu'un jardin ?

(2) Pourquoi aimez-vous l'école ?

(3) Que faites-vous le samedi ?

FRENCH.

LOWER GRADE.

Friday, 22nd June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 10.45 A.M. *The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer must write upon the blackboard the title of the story in French as follows : "Les souris et le chat : qui attachera le grelot ? " *He should also write :* to outwit = jouer, *or* duper : to make off = se sauver : to clap hands (or paws) = applaudir. *He must also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in French, in their own way. Importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.*

Long ago, in a town far far away the mice held a meeting to find out some means of outwitting their common enemy, the cat.

They all knew that, but for cats, mice would be happy all day long and all night too : they would have all the cheese and all the bread and all the nice things mice are so fond of, without any fear of being caught, killed and eaten by the monster they all hated.

At the meeting one mouse said this and another said that, and I fear they all wanted to speak at once, till a very little mouse with a very long tail and a very big voice got up on his hind legs and spoke thus, " Ladies and gentlemen, the thing is done. You all know why we are afraid of the cat : we never know when he is near, he walks so quietly and never makes a sound. If we could have some signal of

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his approach all would be well. I venture to think, ladies and gentlemen, that we should buy a nice little bell, and hang it round the cat's neck. In this way we shall know when he is about and we shall be able to make off before it is too late."

They all clapped their paws and said there never had been such a clever and eloquent mouse.

But their joy did not last long for an old mouse got up and said "My young friends, that is all very well, but who is to bell the cat?"

FRENCH.

HIGHER GRADE.

Friday, 22nd June.—10 A.M. to 1 P.M.

To secure full marks, the whole of this Paper should be answered.

30. I. Traduire très soigneusement en français :—

MY DEAR CATHERINE,

I have charming news for you, and if I had not sent off my letter this morning, I might have spared you the vexation of knowing of Reginald's being gone to London, for he is returned. Reginald is returned, not to ask our consent to his marrying Lady Susan, but to tell us they are parted for ever. He has been only an hour in the house, and I have not been able to learn particulars, for he is so very low that I have not the heart to ask questions. This is the most joyful hour he has ever given us since the day of his birth. Nothing is wanting but to have you here to share our joy, and we are very anxious that you should come as soon as you can. You have owed us a visit many long weeks; I hope nothing will make it inconvenient to Mr. Vernon; and of course do not fail to bring my grandchildren and your dear niece too,—I long to see her.

Your affectionate mother,

C. DE COURCY.

20. II. Traduire en bon anglais :

(*a*) L'HIVER EN SUÈDE.

Ce qui m'avait vraiment ému pendant ce voyage, ce que je voudrais pouvoir dépeindre, c'est l'aspect de l'hiver dans ces contrées septentrionales, c'est l'aspect de la Suède, que j'avais vue, au mois de juin, riante et couverte de fleurs, comme une fiancée en habits de noces, et que je retrouvais, au mois de janvier, comme une veuve avec ses vêtements de deuil.

Le long des côtes, le sol est sec et durci, l'hiver est tempéré par le voisinage de la mer; mais quand on arrive dans l'interieur du pays, on n'aperçoit plus que les lacs couverts de glace, les grandes plaines

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chargées de neige ; de distance en distance, quelques tiges solitaires d'arbres, qui penchent vers le sol leurs branches, et les forêts de sapin qui entourent de leur ceinture noire les campagnes toutes blanches. L'air est d'une pureté sans égale, mais le ciel est sombre ; le soleil laisse à peine entrevoir, vers midi, quelques rayons fugitifs.

15. (*b*)

Valère.

Calmons le désespoir où la fureur me livre.
Approche ce fauteuil . . . Va me chercher un livre.

Hector.

Quel livre voulez-vous lire en votre chagrin ?

Valère.

Celui qui te viendra le premier sous la main ;
Il m'importe peu ; prends dans ma bibliothèque.

Hector sort, et revient tenant un livre.

Voilà Sénèque.

Valère,

Lis.

Hector.

Que je lise Sénèque ?

Valère.

Oui ; ne sais tu pas lire ?

Hector.

Hé ! vous n'y pensez pas :
Je n'ai lu de mes jours que dans les almanachs

Valère.

Ouvre et lis au hasard.

Hector.

Je vais le mettre en pièces.

Valère.

Lis donc.

Hector lit.

Chapitre six. Du mépris des richesses.
" La fortune offre aux yeux des brillants mensongers.
Tous les biens d'ici-bas sont faux et passagers ;
Leur possession trouble, et leur perte est légère :
Le sage gagne assez, quand il peut s'en défaire."
Lorsque Sénèque fit ce chapitre éloquent,
Il avait, comme vous, perdu tout son argent.

15. III. Traduire, très correctement, en français :

(1) I could not get to sleep last night for the wind.

(2) I could not help laughing at him, he looked so funny in his costume.

(3) I hastened to tell him the good news of his appointment.

(4) I wish you would write that letter without delay.

(5) I have heard you say that you liked this picture, and I shall have it photographed for you.

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IV. Narration française.

20. Traiter, en une ou deux pages, l'*un* des sujets suivants :

(*a*) Décrire en français une soirée passée en famille. Faire d'abord la description de la salle où sont réunis le père, la mère et les enfants, indiquer ensuite ce que fait chacun d'eux, et dire enfin quelle impression fait sur vous ce spectacle.

ou (*b*) Le chien du pauvre. Un pauvre, sans famille, n'a d'autre ami que son chien. Attachement du chien pour son maître. Il le suit partout, partage sa misère, le défend et le caresse. Un riche offre de l'or au pauvre en échange de son chien. Réponse du pauvre.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 22nd June.—10 A.M. to 1 P.M.

[*The utmost possible attention should be paid to correctness of style.*]

35 I. Traduire très soigneusement en français :

It is extraordinary how many of Molière's plays were imitated or adapted on the English stage during his life-time or very shortly after the close of it. The English playwrights, however, had no real appreciation of Molière, though they stole from him so freely. The poetess Mrs. Aphra Behn, being accused in 1678 of borrowing scenes from the "Malad Imagenere" (as she called it), admitted frankly that she had done so, but "infinitely to Moleer's advantage."

The poetry of France in the third quarter of the seventeenth century is pre-eminently characteristic of a grave and polished system of society. The age of Racine was, and could not but be, an age of extreme refinement. It was useless for the crude contemporary dramatists of London to take the substance of the Parisian masterpieces, since their spirit absolutely evaded them. English society under Charles II. had elements of force and intellectual curiosity, but it lacked exactly what Paris possessed—the ornament of polished, simple, and pure taste. In the jargon of the time Racine and Molière were "correct," while even English poets of genius, such as Dryden and Otway, hardly knew that "correctness" existed. Hence Boileau, in whom "correctness" took the form of a doctrinal system, made no impression at all upon the English poetry of his own time.

II. Composition française :—

40. Traiter l'*un* des sujets suivants :

(*a*) Expliquer et développer ces paroles de Renan :—"La patrie est un composé de corps et d'âme. L'âme, ce sont les souvenirs, les usages, les légendes, les malheurs, les espérances, les regrets communs ; le corps, c'est le sol, la race, la langue, les montagnes, les fleuves, les productions caractéristiques."

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(*b*) On a dit que la comédie est un miroir grossissant. Dites ce que vous pensez de cette définition et donnez des exemples à l'appui de votre jugement, tirés du théâtre français, et surtout du théâtre de Molière.

(*c*) Ecrire une lettre à votre père pour lui annoncer que vous venez de choisir une vocation et lui expliquer les raisons de votre choix.

FRENCH.

HONOURS—SECOND PAPER.

Thursday, 28th June.—10 A.M. to 1 P.M.

1 Traduire en anglais :—

30. (*a*) *Shelley.*

On connaît l'étrange créature à figure de fille, désordonnée, idéaliste, toujours envolée à mille lieues de l'heure présente, dédaigneuse et ignorante du réel, imaginative jusqu'à l'hallucination. On connaît son long corps frêle et sa petite tête ronde, sa face lisse, imberbe, au teint de neige, angélique, ses larges yeux presque toujours perdus dans une contemplation si sérieuse, attentive, épuisante,—ses lèvres entr'ouvertes par la rêverie, toute cette physionomie de candeur et de suavité qui rappelle les vierges immobiles de Burne Jones, lumineuse et pâle dans les ondes légères d'une chevelure de soie. On sait sa beauté et ses allures surnaturelles, ses brusques accès d'exaltation, sa voix discordante alors, suraiguë, le débit fiévreux de sa parole, ses yeux, si vagues d'ordinaire, devenus soudain étincelants et fixes. Les biographes anglais nous ont montré par le détail ces gestes sinueux, cette démarche sans bruit, glissante, qui le faisait appeler par ses amis le *Serpent*, ces façons mystérieuses d'apparaître dans une chambre et de disparaître sans qu'on l'ait vu entrer ni sortir, et ces contrastes bizarres : ces faux pas en marchant sur le tapis d'un salon et cette agilité à se faufiler dans la rue à travers la foule, sans heurter personne, les yeux sur un livre, serrant sous son bras un pain dont il arrachait fiévreusement de petits morceaux, sa seule nourriture pendant plusieurs années.

20. (*b*) *La mort d'un chêne.*

Quand l'homme te frappa de sa lâche cognée,
O roi qu'hier le mont portait avec orgueil,
Mon âme, au premier coup, retentit indignée,
Et dans la forêt sainte il se fit un grand deuil.

Un murmure éclata sous ses ombres paisibles ;
J'entendis des sanglots et des bruits menaçants ;
Je vis errer des bois les hôtes invisibles,
Pour te défendre, hélas ! contre l'homme impuissants.

Tout un peuple effrayé partit de ton feuillage,
Et mille oiseaux chanteurs, troublés dans leurs amours,
Planèrent sur ton front comme un pâle nuage,
Perçant de cris aigus tes gémissements sourds.

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Le flot triste hésita dans l'urne des fontaines ;
Le haut du mont trembla sous les pin chancelants,
Et l'aquilon roula dans les gorges lointaines
L'écho des grands soupirs arrachés à tes flancs.

20. 2. (*a*) Expliquez en français, le sens des expressions soulignées dans le passage suivant, et faites à leur sujet les remarques grammaticales que vous jugerez à propos.

c. (*b*) Signalez les rimes riches et scandez les vers 1, 2, 9, 12, 23.

Flaminius.

Sur le point de partir, Rome, Seigneur, *me mande*
Que je vous fasse encor pour elle une demande.
Elle a *nourri* vingt ansun prince votre fils ;
Et vous pouvez *juger les soins* qu'elle en a pris
Par les hautes vertus et *les illustres marques*
Qui font briller en lui le sang de vos monarques.
Surtout il est instruit en l'art de bien régner :
C'est à vous de le croire, et *de le témoigner.*
Si vous faites état de cette nourriture,
Donnez ordre qu'il règne : *elle vous en conjure ;*
Et vous offenseriez l'estime qu'elle en fait
Si vous le laissiez vivre et *mourir en sujet.*
Faites donc aujourd'hui *que je lui puisse dire*
Où vous lui destinez *un souverain empire.*

Prusias.

Les soins qu'ont pris de lui le peuple et le sénat
Ne trouveront en moi jamais un père ingrat :
Je crois que pour régner *il en a les mérites,*
Et n'en veux point douter après ce que vous dites ;
Mais vous voyez, Seigneur, le Prince son aîné,
Dont le bras généreux trois fois m'a couronné ;
Il ne fait que sortir encor d'une victoire,
Et pour tant de hauts faits je lui dois quelque gloire :
Souffrez qu'il ait l'honneur de répondre pour moi.

Nicomède.

Seigneur, c'est à vous seul de faire Attale roi.

Prusias.

C'est votre intérêt seul *que sa demande touche.*

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COMMERCIAL FRENCH.

Wednesday, 27th June.—2 to 3.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English :—

Paris, le 12 Octobre 1904.

Messieurs Bordet Frères,
Besançon.

Nous avons l'honneur de vous prévenir que, suivant la commande que vous avez bien voulu nous donner le 15 Septembre dernier, nous venons de vous adresser, par l'entremise de M. Henri Laffitte de cette ville :—

L.A. 338. 1 caisse de quincaillerie poids brut, 84 kilos.
„ 337. 1 „ d'ustensiles de ménage, poids brut, 66 kilos.

Nous vous remettons, sous ce pli, facture de cet envoi, au montant de Frs. 936,50.

Veuillez nous en créditer, valeur en notre traite, au 30 Novembre prochain.

Si un autre mode de paiement vous convenait mieux, veuillez nous le faire savoir dans la huitaine. Nous nous empresserons de nous conformer à vos désirs.

Veuillez agréer, Messieurs, nos civilités empressées.

Manufacture d'ustensiles de ménage,
Le Directeur-Gérant,
A. RICHARD.

35. 2. Write in French a letter to a firm in Havre saying that you are engaged in the coal-trade in Glasgow, and are desirous of doing an export business in coals with the French ports. Ask them to inform you what are the prospects for Scotch coal in France, whether they would undertake to act as your agents and, if so, upon what conditions.

16. 3. Mention briefly in French the principal industries carried on in the following places :—*Lyons, Bordeaux, Roubaix, Brussels.*

Either—

24 4. Translate the following market report :—

Huile de Lin.—Soutenue et en reprise de 25 centimes. On cote courant 45 à 45 25, avril 45 25 à 45 75, mai 47, 4.

Spiritueux.—Marché soutenu avec peu d'affaires ; hausse de 25 centimes pour les mois rapprochés. Après Bourse, on cote disponible 38 75 à 39 25, courant 39 25 acheteurs, avril 39 25 acheteurs.

Sucres.—Tendance ferme, mais plus calme en clôture ; hausse de 12 centimes. Bon courant d'affaires ; la fermeté est due à de nouveaux et importants achats ou rachats sur le courant. Après Bourse on cote courant 25 vendeurs, avril 25 12 acheteurs. Le stock a diminué de 10,746 sacs contre 6,299 en 1905.

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Pétrole.—Courant régulier d'affaires aux prix antérieurs; pour marchandise disp. et sur liv. mai, on a payé frs. 22 à 24, suivant qualité. Le marché clôture en tendance plus ferme et on cote en entrepôt, disp., frs. 23; sur liv. mai, frs. 24.

Or (instead of Question 4)—

5. (*a*) Translate into English the following sentences:—

(1) On va former une société pour l'exploitation des mines de cuivre de ce pays.

(2) Notre marque de fabrique est déposée en France aussi bien qu'en Angleterre:

(3) On nous prie de remettre la somme en papier court sur l'Allemagne.

(4) Il faut ajouter 2% pour le ducroire.

(*b*) Translate into French:—

(1) The wool shipments are now over for the season.

(2) You must send in a statement of your claim to the underwriters.

(3) The steamer has just cleared outwards.

(4) The receipts must be made out in duplicate.

GERMAN.

LOWER GRADE.

Monday, 25th June.—2 to 4.30 P.M.

To secure full marks, the whole of this Paper should be answered, and the German script used, at least in the passage for composition, 2 (*b.*).

18.

1. Translate into English:—

(a.) Frau Marthas Haus in Schattendorf hatte ein hohes, graues Dach und sah etwas finster aus; denn dahinter standen dichte Tannen, die einen tiefen Schatten in die Stuben warfen. Ueber die Bäume hinweg sah man auch Berge, bedeckt mit Wald und Felsen, die das ganze Dorf beschatteten. Nur am Mittag blickte die Sonne kurze Zeit über das Gebirge her, um den Schattendörflern freundlich „Guten Tag!" zu wünschen, aber dann mußte sie ihnen auch gleich wieder Lebewohl sagen. Und dennoch war es schön in diesem schattigen Tal. Das Dörfchen lag zu beiden Seiten eines klaren Baches, und jedes Haus hatte seine fette, grüne Wiese und einen Garten, in dem allerlei Gemüse und Blumen und Obstbäume wuchsen. Kein Wunder also, daß es ganz arme Leute im Orte kaum gab. Die Mädchen hatten blaue Augen und trugen blonde Zöpfe, und die Knaben zeigten beim Lachen ihre weißen Zähne. Das Schulhaus war nur klein, aber es hatte einen guten alten Lehrer, der nie die Rute (cane) in die Hand zu nehmen brauchte. War ein Kind einmal nicht fleißig oder aufmerksam gewesen, so tupfte er ihm mit der Kreide (chalk) auf die rote Wange und sagte: „Sei brav und wisch' das nicht ab, bis es Vater und Mutter gesehen haben!" Aber auf dem Heimweg rieben Knaben und Mädchen einander den weißen Fleck ab. Nicht wahr, du und ich hätten es auch getan, denn wer läßt sich gern sein Gesicht beschmutzen? Und in Schattendorf war man von klein auf an Reinlichkeit gewöhnt.

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(b.)

In tiefem Schmerze ritt dahin
Der ſtolze Held Harald;
Er ritt allein im Mondenſchein
Wohl durch den weiten Wald.

Vom Felſen rauſcht es friſch und klar,
Er ſpringt vom Roſſe ſchnell,
Er nimmt vom Haupte ſich den Helm
Und trinkt vom kühlen Quell.

Doch wie er kaum den Durſt geſtillt,
Erlahmt ihm Arm und Bein;
Er muß ſich ſetzen auf den Fels;
Er nickt und ſchlummert ein.

Er ſchlummert auf demſelben Stein
Schon manche hundert Jahr',
Das Haupt geſenket auf die Bruſt,
Mit grauem Bart und Haar.

Wann Blitze zucken, Donner rollt,
Wann Sturm erbrauſt im Wald,
Dann greift er träumend nach dem Schwert,
Der alte Held Harald.

12.

(*a.*) Write out, from memory, a German version of the passage read out.

15.

(*b.*) Translate into German (using the familiar forms of the second personal pronoun, "thou," "thee," "thine"):—

30.

My dear William, why do you not write? You have already received two long letters from me, and we have not had a word from you since you left us. It is ~~really too bad of you~~. My sister Mary says, you must be ill; but I don't believe it, for I know you hate writing letters, and that is the only reason why we do not hear from you. If you were not well, your grandmother would have sent us word (Nachricht). Read my letters again, and you will find that I wish to hear your opinion on (über) several things. I shall have an answer before the end of the week, or you have no heart in your breast. I have nothing more to say, except that we have bought a large, new dog—you never saw a finer animal—and that the old gardener John is dead. The poor man died quite suddenly,—no wonder, for he was over ninety. Your loving friend Frederick White.

10.

3. Give the German for:—for what? on what? for whose sake? on account of this; in spite of it; what o'clock is it? it is half past five; the day before yesterday; the day after to-morrow; this day week.

4. Translate into German:—

15.

(*a.*) Charles was playing in (*say*, on) the street with other children when a stone fell on his foot.

(*b.*) During my whole life I shall not forget how kind you have been to me.

(*c.*) The table is already full of books; put yours on the chair, or keep (behalten) it in your hand.

(*d.*) If you don't come soon, you will find no one in the house except the maid-servant.

(*e.*) Spring begins on the twenty-first March, but it often is colder at that (*say*, at the) time than at Christmas.

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GERMAN.

LOWER GRADE.

Monday, 25th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.

Before it is actually read, the Supervising Officer should explain that candidates are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy is considered very important, and special value is attached to anything that shows a knowledge of idiomatic German.

A gentleman was looking out of his window. As the day was very hot, he had taken off his coat. A servant entered the room, and thought it was the cook. Coming up softly behind him, he gave him a violent slap on the back. The gentleman turned at once round, and when the fellow saw his master's face, he cried out in great fear, "Oh, sir! I thought it was George." "And even if it were George," said the kindly gentleman, "surely you need not strike quite so hard."

GERMAN.

HIGHER GRADE.

Monday, 25th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used at least in the passage for translation into German, 2 (b).

1. Ueberſetzen Sie ins Engliſche:—

18. (a.) Sehnſüchtig ſchaute Wallrabe vom Turme herab in den engen Burghof, wo die feurigen Roſſe ſoeben von den Knechten zu einem Zuge gezäumt wurden. Gern würde ſie alles, was ſie beſaß, darum gegeben haben, eins derſelben zur Flucht beſteigen zu können. Während der Schmied noch die Hufe der unruhigen Tiere beſichtigte, trat der Burgherr mit ſeinen Gefährten aus der Pforte. Ihre Kleidung verriet, daß ſie keinen Vergnügungsritt vorhatten. Bewaffnet bis an die Zähne ſtiegen ſie zu Pferde, winkten der Hausfrau, die dem ſcheidenden Gatten noch die Hand durchs Gitter reichte, ein Lebewohl zu und zogen durch das ſchmale Tor über die ſchwankende Brücke ins Freie.

Ritter Veit von Lauenberg, der zur Bewachung des Hauſes zurückgelaſſen war, erteilte nun dem Torwächter die nötigen Befehle; die Brücke ging knarrend in die Höhe, die zurückgebliebenen Dienſtleute gingen an ihre Geſchäfte, und die Reiter waren noch nicht an den Saum des Tannenwaldes gelangt, als in der Burg ſchon wieder eine Ruhe herrſchte gleich der eines Grabes. Es währte indes nur kurze Zeit, ſo kamen raſche Schritte die Turmtreppe herauf, und der zeitweilige Schirmvogt des Schloſſes ſtand plötzlich vor Wallraben. Das Bewußtſein des wichtigen Amtes, das er in dieſem Augenblicke bekleidete, ſprach aus ſeiner Haltung und ſeinen Zügen.

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„Ich muß doch sehen," sagte er mit widerlichem Lächeln, „wie sich meine schöne Gefangene befindet."

„Sie schaut hier aus nach dem Fluge der freien Lerchen," entgegnete die Angeredete ebenfalls lächelnd, „und kann es nicht begreifen, wie sich die holden Sänger diesem finstern Turm nähern mögen, in dem die Knechtschaft weint."

(b.) Spätherbst.

Die welken Blätter fallen von den Zweigen,
Verstummt ist nun der Vögel munt'rer Chor;
Kein froher Sang erfreut des Menschen Ohr,
Ringsum in Wald und Flur herrscht tiefes Schweigen.
Wenn graue Nebel aus den Tälern steigen,
Und Wolken zieh'n am Firmament empor,—
Verschwunden ist der bunte Blumenflor,
Wenn letzte Rosen ihre Häupter neigen;
Dann sind vorbei des Sommers heit're Tage,
Der Winter naht wie eine stille Klage,
Und Wehmut schleicht sich leis in meine Brust.
Nun komm', Erinn'rung, laß mich heimlich träumen
Von Liebe, Blütenduft und grünen Bäumen,
Von Nachtigallenschlag und Lenzeslust.

2. (a.) Erweitern Sie die folgende Skizze zu einer vollständigen kleinen Geschichte:—

Village—great doings—rich marriage—bells pealing—guests and presents—dancing and feasting—old poet comes, with nothing but little song—marriage couple, guests, and presents long since gone and forgotten—song still living.

(b.) Uebersetzen Sie ins Deutsche:—

A gentleman went one day for a drive with his wife, who was noted for her bad temper. On the way they met a heavy waggon, and as the road was rather narrow at that spot, their coachman had some difficulty in getting past. The lady seemed to think that the carter did not get quick enough out of their way, and began to scold him pretty rudely. But just as they were clear (*say*, free) of each other, the man stepped up to the carriage, and, politely touching his cap, asked the gentleman whether he might say a word. The lady, expecting that he wanted to beg pardon for his slowness, answered at once very sharply, "Yes, certainly, say what you have got to say." Whereupon the man, taking no notice of her remark, but looking straight at the gentleman, said quietly, "Sir, I pity 'ee from the bottom of my heart, for I've just another such old shrew at home."

3. In idiomatisches Deutsch zu übersetzen:—he ought to have been here; they had him hanged; he says he has not seen the man; I had better go at once; he is said to be very rich.

4. Geben Sie auf deutsch die folgenden Ländernamen mit den zugehörigen Adjektiven und den Volksnamen mit dem unbestimmten Artikel (z. B. England, englisch, ein Engländer):—France, Switzerland, Italy, Scotland, China.

5. Uebersetzen Sie ins Deutsche:

(a) I have often warned him, but it seems as if he would never become reasonable.

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(*b*) There remains much to be done before we can say that all danger is past.

(*c*) If you like, I will introduce you to a friend of mine who knows something about this matter.

(*d*) If he had come to me a fortnight ago, it would not have been too late to do this.

(*e*) Why don't you do as other people do, instead of always going your own way?

GERMAN.

HONOURS.—FIRST PAPER.

Monday, 25th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used, at least in the passage for composition, 1.

45. 1. Uebersetzen Sie ins Deutsche:—

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?" Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it." Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the North of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Norris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?" "Bingley." "Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune—four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

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30 2. Schreiben Sie einen deutschen Aufsatz über eins dieser Themas:—

(a.) Gute Bücher sind gute Freunde.

(b.) Ein Volksfest.

(c.) Ans Vaterland, ans teure, schließ dich an,
Das halte fest mit deinem ganzen Herzen:
Hier sind die starken Wurzeln deiner Kraft.

GERMAN

HONOURS.—SECOND PAPER.

Thursday, 28th June.—2 to 5 P.M.

The whole of this Paper should be answered.

15. 1. Uebersetzen Sie ins Englische:—

(a.) Der Wunsch meines väterlichen Freundes ist längst in Erfüllung gegangen: ich habe im Arbeitshause arbeiten gelernt. Die Arbeit ist mir eine Notwendigkeit geworden; ich erachte den Tag für verloren, an dessen Abend ich nicht auf ein Stück gefördertes, auf ein vollendetes Werk zurückblicken kann. Und ich habe mir das Geschick zur Arbeit angeeignet, zu jedweder Arbeit: das schnelle Verständnis dessen, um was es sich handelt, das sicher messende Auge, die leichte, bildsame Hand. In der Anstalt sind fast alle Handwerke vertreten; ich habe mich nach und nach in fast allen versucht und es meist in kürzester Frist weiter gebracht als alte, graubärtige Praktiker. Der Direktor wiederholt gern, daß ich der beste Arbeiter der Anstalt sei, das macht mich immer sehr stolz und demütig: stolz, weil ein Lob aus seinem Munde die höchste Ehre ist, die mir auf Erden erreichbar scheint; demütig, weil ich weiß, daß ich alles, alles ihm verdanke. Er hat die rohe Kraft, die sich kein Maß und Ziel wußte, die sich an der Bewältigung schwerer Steinmassen müde toben wollte, in bestimmte Bahnen gelenkt, und hat mich gelehrt, die Dosis gesunden Menschenverstandes, welche mir die Natur gegeben, als ein kostbares Gut zu betrachten, das wohl gar ein Stück Genie ersetzen könne oder vielleicht selbst ein Stück Genie sei.

15. (b.) Jakob II. war ein zu eifriger Konvertit, als daß er sich wie Karl II. mit einer bloßen Duldung seines Glaubens begnügt hätte. Mit dem Eifer eines Missionars und dem Trotze eines Fanatikers suchte er dem Katholizismus zur Herrschaft zu verhelfen. Er schickte einen Gesandten an den Papst und nahm einen päpstlichen Nuntius an; er stellte im Schlosse die Messe wieder her und gestattete den katholischen Kultus in Privatkapellen; er gewährte den Jesuiten und andern Ordensbrüdern sichern Aufenthalt im Reiche, beförderte Bekehrungen durch Anstellungen und andere Vorteile und sicherte den übergetretenen Geistlichen den Fortgenuß ihrer Pfründen. Die Aussicht auf irdische Vorteile, auf Aemter und Ehrenstellen verfehlte ihre Wirkung nicht bei den Schwachen; die Verführung war zu lockend, und das Beispiel von oben gab Manchem Scheingründe zur Beschwichtigung seines mahnenden Gewissens. Der Befehl, alle die unter der vorangehenden Regierung wegen Verweigerung des Eides der Treue in Haft gebracht waren, in Freiheit zu setzen, gab etliche Tausend Nonconformisten, darunter auch protestantische Dissenters, der menschlichen Gesellschaft zurück.

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15. (a.) Täglich Geſtöber und Sturm, und wiederum Sturm und Geſtöber!
Ewig bewölkt, bleiſchwer laſtet der Himmel herab;
Kniehoch liegen die Gaſſen verſchneit, und es ächzt, nur mühſam
Durchs Pfadloſe die Bahn wühlend, das ſchwere Geſpann.
Kaum noch dem leichteren Schlitten gelingt die gefährliche Reiſe,
Oft einſinkend im Schnee ſtrauchelt das klingelnde Roß.
Und ſo ſitz' ich zu Hauſe gebannt; ſchon dunkelt das Zwielicht
Ueber die Stadt, und umſonſt ſtrebt mir ins Freie der Sinn.
Lodert denn auf im Kamin, ihr tröſtlichen Flammen, und ſcheuche,
Wärmender Becher, den Druck trüber Gedanken mir fort!
Euch auch ſuch' ich hervor aus dem Schrein, ihr verwitterten Blätter,
Die ich dereinſt im Genuß goldner Tage beſchrieb,
Als ich, ein Wanderer, noch mit dem trunkenen Auge der Jugend,
An den Geſtaden umher ſüdlicher Meere geſchweift.
Seltſam blickt ihr mich an im Geflacker des nordiſchen Herdes,
Fremd faſt, aber ihr habt bald mir die Seele gelöſt,
Und im belebenden Hauch der Erinnerung ſchwebt die befreite
Wie von Flügeln des Schwans leiſe getragen hinaus.

5. 2. Zeigen Sie, durch kurze Sätze, die Doppelſinnigkeit der folgenden Partizipien je nachdem ſie verſchiedenen Verben angehören:—
geboten, geraten, geſtanden, gewährt, gelobt.

10. 3. Ueberſetzen Sie ins Engliſche, mit kurzen erklärenden Bemerkungen:—
(a.) Ein großes Muſter weckt Nacheiferung
Und gibt dem Urteil höhere Geſetze.
(b.) Es läßt ſich nicht übereilen, wo nicht gezögert werden darf.
(a.) Daß ja das Richtige
Alles verflüchtige,
Glänze der Dauerſtern,
Ewiger Liebe Kern.
(d.) Der Alte verliert eines der größten Menſchenrechte, — er wird nicht mehr von ſeines Gleichen beurteilt.
(a.) Wenn Männer ſich entzweien, hält man billig
Den Klügſten für den Schuldigen.

15. 4. Ueberſetzen Sie ins Deutſche:—

(*a*) Though I have only known him for three months, I feel as if I had known him for years.

(*b*) Had you told me sooner of this, I might perhaps have done something to get you out of your difficulty.

(*c*) There is no earthly use of your trying to persuade me of going in for this mad undertaking.

(*d*) It is yet too early to say whether or not the firm is likely to weather the storm.

(*e*) I could never convince myself of the pretender having had any just claim to the throne.

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30 2. Schreiben Sie einen deutschen Aufsatz über eins dieser Themas:—

(a.) Gute Bücher sind gute Freunde.

(b.) Ein Volksfest.

(c.) Ans Vaterland, ans teure, schließ dich an,
Das halte fest mit deinem ganzen Herzen:
Hier sind die starken Wurzeln deiner Kraft.

GERMAN

HONOURS.—SECOND PAPER.

Thursday, 28th June.—2 to 5 P.M.

The whole of this Paper should be answered.

15. 1. Uebersetzen Sie ins Englische:—

(a.) Der Wunsch meines väterlichen Freundes ist längst in Erfüllung gegangen: ich habe im Arbeitshause arbeiten gelernt. Die Arbeit ist mir eine Notwendigkeit geworden; ich erachte den Tag für verloren, an dessen Abend ich nicht auf ein Stück gefördertes, auf ein vollendetes Werk zurückblicken kann. Und ich habe mir das Geschick zur Arbeit angeeignet, zu jedweder Arbeit: das schnelle Verständnis dessen, um was es sich handelt, das sicher messende Auge, die leichte, bildsame Hand. In der Anstalt sind fast alle Handwerke vertreten; ich habe mich nach und nach in fast allen versucht und es meist in kürzester Frist weiter gebracht als alte, graubärtige Praktiker. Der Direktor wiederholt gern, daß ich der beste Arbeiter der Anstalt sei, das macht mich immer sehr stolz und demütig: stolz, weil ein Lob aus seinem Munde die höchste Ehre ist, die mir auf Erden erreichbar scheint; demütig, weil ich weiß, daß ich alles, alles ihm verdanke. Er hat die rohe Kraft, die sich kein Maß und Ziel wußte, die sich an der Bewältigung schwerer Steinmassen müde toben wollte, in bestimmte Bahnen gelenkt, und hat mich gelehrt, die Dosis gesunden Menschenverstandes, welche mir die Natur gegeben, als ein kostbares Gut zu betrachten, das wohl gar ein Stück Genie ersetzen könne oder vielleicht selbst ein Stück Genie sei.

15. (b.) Jakob II. war ein zu eifriger Konvertit, als daß er sich wie Karl II. mit einer bloßen Duldung seines Glaubens begnügt hätte. Mit dem Eifer eines Missionars und dem Trotze eines Fanatikers suchte er dem Katholizismus zur Herrschaft zu verhelfen. Er schickte einen Gesandten an den Papst und nahm einen päpstlichen Nuntius an; er stellte im Schlosse die Messe wieder her und gestattete den katholischen Kultus in Privatkapellen; er gewährte den Jesuiten und andern Ordensbrüdern sichern Aufenthalt im Reiche, beförderte Bekehrungen durch Anstellungen und andere Vorteile und sicherte den übergetretenen Geistlichen den Fortgenuß ihrer Pfründen. Die Aussicht auf irdische Vorteile, auf Aemter und Ehrenstellen verfehlte ihre Wirkung nicht bei den Schwachen; die Verführung war zu lockend, und das Beispiel von oben gab Manchem Scheingründe zur Beschwichtigung seines mahnenden Gewissens. Der Befehl, alle die unter der vorangehenden Regierung wegen Verweigerung des Eides der Treue in Haft gebracht waren, in Freiheit zu setzen, gab etliche Tausend Nonconformisten, darunter auch protestantische Dissenters, der menschlichen Gesellschaft zurück.

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15. (a.) Täglich Gestöber und Sturm, und wiederum Sturm und Gestöber!
Ewig bewölkt, bleischwer lastet der Himmel herab;
Kniehoch liegen die Gassen verschneit, und es ächzt, nur mühsam
Durchs Pfadlose die Bahn wühlend, das schwere Gespann.
Kaum noch dem leichteren Schlitten gelingt die gefährliche Reise,
Oft einsinkend im Schnee strauchelt das klingelnde Roß.
Und so sitz' ich zu Hause gebannt; schon dunkelt das Zwielicht
Ueber die Stadt, und umsonst strebt mir ins Freie der Sinn.
Lodert denn auf im Kamin, ihr tröstlichen Flammen, und scheuche,
Wärmender Becher, den Druck trüber Gedanken mir fort!
Euch auch such' ich hervor aus dem Schrein, ihr verwitterten Blätter,
Die ich dereinst im Genuß goldner Tage beschrieb,
Als ich, ein Wanderer, noch mit dem trunkenen Auge der Jugend,
An den Gestaden umher südlicher Meere geschweift.
Seltsam blickt ihr mich an im Geflacker des nordischen Herdes,
Fremd fast, aber ihr habt bald mir die Seele gelöst,
Und im belebenden Hauch der Erinnerung schwebt die befreite
Wie von Flügeln des Schwans leise getragen hinaus.

5. 2. Zeigen Sie, durch kurze Sätze, die Doppelsinnigkeit der folgenden Partizipien je nachdem sie verschiedenen Verben angehören:—
geboten, geraten, gestanden, gewährt, gelobt.

10. 3. Uebersetzen Sie ins Englische, mit kurzen erklärenden Bemerkungen:—
(a.) Ein großes Muster weckt Nacheiferung
Und gibt dem Urteil höhere Gesetze.
(b.) Es läßt sich nicht übereilen, wo nicht gezögert werden darf.
(c.) Daß ja das Nichtige
Alles verflüchtige,
Glänze der Dauerstern,
Ewiger Liebe Kern.
(d.) Der Alte verliert eines der größten Menschenrechte, — er wird nicht mehr von seines Gleichen beurteilt.
(e.) Wenn Männer sich entzweien, hält man billig
Den Klügsten für den Schuldigen.

15. 4. Uebersetzen Sie ins Deutsche:—

(a) Though I have only known him for three months, I feel as if I had known him for years.

(b) Had you told me sooner of this, I might perhaps have done something to get you out of your difficulty.

(c) There is no earthly use of your trying to persuade me of going in for this mad undertaking.

(d) It is yet too early to say whether or not the firm is likely to weather the storm.

(e) I could never convince myself of the pretender having had any just claim to the throne.

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COMMERCIAL GERMAN.

Wednesday, 27th June.—4 to 5.30 P.M.

VALUE.

The whole of this Paper should be answered.

25. 1. Translate into English:—

Herrn J. Braun,
Bremen.

London, den 14. März 1905.

Wir bestätigen unser ergebenes Schreiben vom 7. ds. und beehren uns Ihnen heute mitzuteilen, daß wir bei der Baumwollen-Versteigerung am vorigen Sonnabend für Ihre Rechnung kauften:—

10 Ballen Smyrna Baumwolle
8 „ Georgia „
12 „ Demerara „

sämtlich von vorzüglicher Güte, womit Sie, wie wir nicht zweifeln, zufrieden sein werden.

Für den Betrag der inliegenden Faktura belieben Sie uns mit £116 16s. zu kreditieren, dagegen uns mit derselben Summe für unsere heutigen Tratten auf Sie, jede @ £58 8s. 2d., 2 Mt. dato, eigene Ordre, zu belasten.

Wir benutzen diese Gelegenheit Ihnen unsern Preiscourant zu überreichen, und empfehlen uns Ihnen,

Achtungsvoll,
Müller u. Co.

35. 2. Write in German, a letter to a firm in Bremen, saying that you are desirous of increasing your business relations in Germany, and, for that purpose, you are sending a representative to travel for you, and solicit orders in that country. Ask the firm to give your representative all the assistance in their power, and also to advance him any sums of money he may require for his expenses, to the extent of £200.

16. 3. Explain briefly in German the meaning of the following business terms:—

c.i.f. cotton, settling day, del credere commission, sundries account.

Either—

24. 4. Translate the following market report:—

Getreide und Futtermittel. Berlin, 2. März. Die nach Westeuropa schwimmende Weizenzufuhr ist weiter auf 5,505,000 Qrs. angewachsen. Bei sehr schwachem Verkehr hat Weizen per Mai seit acht Tagen von *M* 185½ auf *M* 184½ nachgegeben. Juli folgte von *M* 187¾ auf *M* 187½, September galt zuletzt *M* 182¾. Greifbarer Weizen hat an Beachtung nicht gewonnen, der hiesige Vorrat hat sich im Februar um 1511 t auf 4800 t vermehrt. Roggen bekundete mehr Widerstandsfähigkeit namentlich in seinen auf den Mangel an ausreichender guter Ware sich stützenden relativ hohen Lieferungspreisen. Mai wurde zuletzt mit *M* 170½, Juli mit *M* 170½ bezahlt. Beide Lieferfristen galten vor acht Tagen *M* 170¾. Der hiesige Vorrat hat im Februar um 339 t abgenommen auf 1784 t. Das Geschäft mit Hafer war zwar recht schwerfällig und auch eng begrenzt, doch bekundet der Artikel verhältnismäßig feste Haltung; das Angebot bewahrt größte Zurückhaltung und bedingt für feine Qualitäten auch gute Preise.

Kolonialwaren und Landesprodukte. Hamburg, 2. März. Kaffee. Lokomarkt. Umsatz etwa 3000 S. Diverse.

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Or (instead of question 4)—

5. (*a*) Translate into English the following sentences :—

Or (instead of question 4)—

5. (*a*.) Translate into English the following sentences :—

(1) Die Tratte wurde durch Rimeſſen gedeckt.

(2) Wir verlangen 1% Verkaufsproviſion und Vergütung der Portoſpeſen.

(3) Die Differenz zwiſchen der Summe der Soll- und Habenſeite wird Saldo genannt.

(4) Die Unkoſten ſchließen ein:— Zollangabe, Niederlagegebühren, Verpackung, Courtage, Aſſekuranz und Stempel.

(*b*.) Translate into German :—

(1.) The bills of lading must be endorsed by the shippers.

(2.) We sent the cheque by registered letter.

(3.) The goods were forwarded through a Bremen firm.

(4.) The principal office books are the cash book, the day-book, and the ledger.

GAELIC.

Thursday, 28th June.—2 to 5 P.M.

[N.B.—*Candidates who obtained the Leaving Certificate in Gaelic in* 1905, *and who desire to get additional marks for the King's Scholarship Examination in* 1906, *should omit questions* I. *and* II. *in this paper, and should take instead questions* VIII. *and* IX.]

VALUE.

1. Translate into English :—

25. Cha'n abair mi diog[1]; ach chi sinn. Air mo shon fhéin cha léir dhomh am mòr-fheum a tha anns a' chabhaig so tha sgaoileadh thar an t-saoghail a nis,—a h-uile h-aon 's a h-uile nì 'na chabhaig; carbaid-iaruinn[2] a' falbh leth-cheud mìle 's an uair; gu dé dheth sin? Am bheil so ach a' mealladh dhaoine o'n dachaidh? Nach fhaic thu daoine b' àbhaist bhi glic, a nis mar gu'm biodh teine air an earbaill? Cha'n fhan iad seachduin aig an tigh, ach air an ais 's air an adhart; a mach an Dunéideann an diugh 's an Lunnuinn am màireach, àitean nach fhaca na daoine còire bho'n d'thàinig iad, riamh; agus nach 'eil a' bhuil, a h-uile sgillinn a chruinnich iad aig an tigh 'g a chost air falbh. Am bheil ar tighearnan a nis na's fheàrr na iadsan bho'n d'thàinig iad? Cha'n fhiach leo am màl[3] fhéin a thogail a nis, ach Bàillidh[4] mòr 's Bàillidh beag, Sgriobhadairean 's Luchd-lagha. Gabhaibh mo leth-sgeul, ach sin agaibhse an fhìrinn; thug sibh fhéin a mach i, a lìon beagan is beagan, mar a dh'ith an cat an sgadan. Ach slàn leibh; cuiribh a' mhàileid[5] far nach ruig na radain oirre.

[1] syllable. [2] railway train. [3] rent. [4] factor. [5] bag.

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VALUE. 15. 2. Translate into English *one* of the following :—

(*a*) *Am Breacan uallach.*

B' fhearr leam breacan uallach
Mu m' ghuaillean 's a chur fo m' achlais,
Na ged a gheibhinn còta
De'n chlò as fheàrr thig á Sasunn.

Bu mhaith an là 's an oidhch' thu,
Bha loinn ort am beinn 's an cladach;
Bu mhaith am feachd[1] 's an sìth thu,
Cha rìgh e am fear chuir as duit.

[1] war.

(*b*) *A' Chuthag.*

Fàilt' ort fhéin, a Chuthag ghorm,
Le t'òran ceòlmhor milis;
'S e seirm do bheòil 's a' Chéitein òg
A thogadh bròn mo chridhe.
Ged theicheas tu roimh 'n fhuachd air àm,
Gu'm faic do ghleann thu rithist;
Ach 'nuair bheir mise ris mo chùl,
Cha bhi mo dhùil ri tilleadh.

[1] cuckoo. [2] May.

20. 3. Reproduce, *in English*, the passage read out.

20. 4. Translate the following passage into Gaelic :—

The Double Lesson.[1]

Dean Swift, the great English writer, was not a generous man; he seldom gave anything to the servants of those who sent him presents[2]. But he once received a good lesson from a lad who very often brought him hares and other game.[3] One day the boy came with a pretty heavy basket of fish and game; he knocked at the door, and the Dean, by chance, opened it himself. "Here," said the boy, gruffly, "my master has sent you a basket full of things." Swift, displeased at the boy's manner, said to him: "Come here, my lad, and I will teach you to deliver a message a little more politely; imagine yourself Dean Swift, and I will be the boy." Then, taking off his hat and addressing the lad, he said: "Sir, my master sends you a little present, and begs you will do him the honour to accept it." "Oh, very well, my boy," replied the lad, "tell your master that I am much obliged to him, and there is half-a-crown for yourself."

[1] leasan. [2] tiodhlac. [3] aitheann.

4. 5. Answer *one* of the following:

(*a*) What case do Prepositions govern in Gaelic? Name two Prepositions which do not always follow the rule, and give examples of their construction.

(*b*) Compare the adjectives *mòr, beag, olc.* Translate and parse *Is fheàirrd e eid.*

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8. 6. Express, in English, the meaning of *any four* of the following phrases and sentences (mere translation of the words will not suffice) :—

An là chi 's nach fhaic. Bu dual da sin. Is ann air a thainig an dà latha. Is rìgh an càm am measg nan dall. An cuir i fodha an rudha ? Anail a' Ghàidheil—am mullach. Tha an sgeir ris ; cum leis oirre.

8. 7. Express in your local idiom, in Gaelic, *any four* of the following :—

The farmer got seven pounds each for his stirks at last May market. Take in a reef. The lamb is all but dead. Cease your talk. Keep to windward of that island. He never did, and never will do, the right. Milk with water added to it.

[*Questions VIII. and IX. are only for Candidates who took the Leaving Certificate in Gaelic in* 1905, *and who wish to obtain additional marks for the King's Scholarship Examination in* 1906. See *note*, N.B.

25. 8. Translate into English :—

Ghabh e suas bràigh a' chladaich, is rànig e an cearcall teine. Leum e thar an teine. Bha an sin an t-aon eilean a bu bhòidhche chunnacas o thùs an domhain gu deireadh na dìlinn. Ghabh e suas feadh an eilean is chunnaic e cnoc maol buidhe 'na mheadhon. Bha Ionmhuinn mhnatha 'na suidhe air a' chnoc, is òglach mor 's a cheann air a glùn, is e 'na chadal. "Innis dhomh gu dé as dùsgadh do'n òglach," ars' an Gaisgeach. "Is dùsgadh dha," ars' ise, "rud nach dean thusa na aon ghaisgeach anns an domhan mhòr ach Gaisgeach na Sgéithe Deirge, d'an robh e 's an dàn tighinn do'n eilean so, agus an carragh cloich' ud thall a bhualadh air an duine so anns an uchd." Rinn esan sin, agus dhùisg an t-òglach. An caraibh a chéile ghabh iad, 's bha iad a' leadairt a chéile gus an robh beul an ammoich ann. Mu dheireadh bhuail an gaisgeach an t-òglach ris an talamh, agus sgath e dheth an ceann. Thug e an làmh o'n ghualainn deth, 's thug e an cridhe as a chom, 's thug e an ceann bhàrr a mhuineil. Chuir e a làmh am pòca a' ghaisgich mhairbh 's fhuair e tri fiaclan seann eich ann, agus, leis a' chabhaig, ghabh e an àite fiaclan an rìgh iad 's thug e leis iad. Chaidh e gu tom coille 's bhuain e gad, agus cheangail e air a' ghad an làmh 's an cridhe 's an ceann.

15. 9. Translate into English *one* of the following :—

(*a*) *An Iolair.*

Cha'n 'eil ian 's na speuran
As bréine na 'n iolaire,
Cha'n ionann idir beus di
'S do dh' fhéidh anns na firichean ;
Bidh iadsan moch ag éirigh
A' feuchainn na biolaire,
'S bidh is' air seann each caoile
A' slaodadh a mhionaich as.

(*b*) *Clann Ghriogair.*

Griogaraich gun fhàillinn cruadail,
Bha iad riamh gu h-uasal rìoghail ;
'N àm cogaidh, troid, no tuasaid,
C'àit' an cualas bonn d'am mì-chliu ?
'Dol an aghaidh teine 's luaidhe,
'N àm na ruaig cha b'iad a strìochdadh ;
'S fhad 's a leanas sibh ri'r dualchas,
Cha toir iad buaidh oirbh luchd 'ur mì-ruin.

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GAELIC.

Thursday, 28th June.—2.45 P.M.

This paper must not be seen by any Candidate.

To be read out twice, slowly and in an accent with which the Candidates are familiar, *by the Supervising Officer (or the Teacher) at* 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in English. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer or the Teacher must write upon the blackboard the title of the story as follows: "Am Fiadh." *He should also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in English in their own diction and idiom.*

Am Fiadh.

'Nuair bha mi mu sheachd bliadhna dh' aois, chuireadh mi fhéin agus companach dhomh air ghnothach do'n bhaile bu dlùithe dhuinn, —mu dhà mhìle gu leth a dh' astar. Bha an ceum rathaid eadar an dà bhaile dol troimh choille, eois na mara. A' fàgail na coille dhuinn, far an robh camus[1] beag le tràigh ghainmhich aig a cheann, chuala sinn ceum aotrom 'n ar déigh, is co bha 'n so ach aon de na féidh chàllaidh[2] bha mu'n bhaile. B'e droch theisteas a bh' air a' bhrùid so; thug e ruith mharbhaidh air dà no trì de mhuinntir an àite, ach cha d'thuirt duine ris gu'm b'olc. A nis, cha robh iarraidh sam bith againne air cuideachd an fhleasgaich so, agus nochd sinn sin dha gu soilleir; ach rinn esan suas inntinn gu'm biodh e 'n ar cuideachd, a dheòin no dh' ain-deoin. Theich sinn, ach bha e cheart cho maith dhuinn teicheadh o'n ghaoith. Bha esan air ar sàil, is cha robh dol a nunn no nall agsinn ach deanamh mar rinn Donnachadh Bàn 's a' bhuidheann leis an robh e aig blàr na h-Eaglaise Brice[3]:

"Ghabh sinn a mach air an abhainn,
Dol gu'r n-amhaich anns an linne."

Ach b'i an abhainn a bh' againne an Cuan-siar[4], agus an linne, an Linne Dhiùrach[5]. Faodar a bhi cinnteach nach deachaidh sinn ro fhada air an t-slighe sin. 'Nuair thainig a' bhrùid gu beul an làin sheas e greis, ach, a réir coltais, smaointich e nach b'fhiach dha a chasan a fhliuchadh air ar son. Thòisich e air ionaltradh, ach thogadh e cheann an dràst 's a rithist is bheireadh e sùil dh' fhench an robh sinn far an d' fhàg e sinn. Bha sinne an droch chàs; bha an làn ag éirigh, 's bha sinn a' meatachadh le fuachd 's le eagal. Thòisich sinn mu dheireadh air fàth a ghabhail air, 'nuair a bhiodh a cheann-san crom, gu bhi goid air falbh uidh air n-uidh; agus aon uair 's gu'n d' fhuair sinn ar cas air talamh tioram, thàr sinn as do 'n choille.

[1] bay. [2] tame. [3] Falkirk. [4] Atlantic. [5] Sound of Jura.

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SPANISH.

Thursday, 28th June.—2 P.M. to 5 P.M.

The whole of this Paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

VALUE

SECTION I.

15.

1. (*a*) Translate into English:—

Estas cualidades eran comunes á los habitantes de la región de los bosques y del litoral. Mucho diferían de ellos los de las llanuras, que en el país llamaban por esto *llaneros*, hombres cuyas costumbres y carácter, por una singularidad curiosa, eran y son aún bárbaras más que americanas ó europeas. El clima abrasador de sus desiertos y las inundaciones de sus territorios les obligan á adoptar un vestido muy sencillo, y moran ordinariamente en cabañas á las riberas de los ríos, en incesante lucha con los elementos y las fieras.

Sus ocupaciones principales son la crianza y pastoreo de los ganados, la pesca y la caza; si bien algunos cultivan pequeñas porciones de terreno para obtener raíces comestibles. Esta vida activa y dura, sus marchas continuas y su necesaria frugalidad, desarrollan en ellos gran fuerza muscular y agilidad extraordinaria. Pobres en extremo y privados de toda clase de instrucción, carecen de aquellos medios que en las naciones civilizadas aumentan el poder y disminuyen los riesgos del hombre en la faena de la vida.

Acostumbrado al uso constante de la fuerza y de los artificios para defender su existencia contra todo linaje de peligros el *llanero* es, por necesidad, astuto y cauteloso; pero jamás hace traición al que en él se confía, ni carece de fe y de honor; debajo de su techo recibe hospitalidad el viajero, y ordinariamente se le ve rechazar con noble

15. orgullo el precio de un servicio.

(*b*)—Señora—dijo á la mañana siguiente el ama de llaves—ahí está el criado que ha enviado la señora doña Eufrasia.

—Bien; dile que entre—contestó la marquesa.

A poco entró la más extraña figura que darse puede. Era una rara muestra de lo que es la expresión á los rostros y el continente á las personas; pues siendo el que se presentó un hombre sin deformidad alguna, ni alto ni bajo, ni gordo ni flaco, con facciones regulares, buenos ojos y buena dentadura, nadie podía mirarle sin reirse. Estaba basta pero aseadamente vestido; sólo que los pantalones eran demasiado cortos y en cambio los zapatos demasiado largos; la chaqueta era demasiado angosta y el corbatín negro demasiado ancho; lo que le obligaba á levantar la cara con inusitada arrogancia

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Entró dicho sujeto, saludó y dijo con la más graciosa sonrisa y la más marcada pronunciación gallega.

—Dios le dé buenos días á usía y á la compañía.

La marquesa estaba sola.

—Buenos días. ¿ Tú eres el que vienes . . . ?

—De parte de la señora coronela, sí, señora.

—¿ Y cómo te llamas ?

—José Fungueira, para servir á usía y a la compañía ; pero mis amos siempre me han llamado Pepino.

—¿ Y de qué tierra eres ?

—Gallego de Galicia, mas acá de Vigo, pasada la Puente San Payo y Pontevedra, antes de llegar á Caldas, á mano derecha. . . . .

—Bien ¿ y sabes servir ? ¿ Sabes limpiar la plata, el cristal y los cuchillos ? Es que yo soy muy extremada en ese punto.

25. 2. Translate into Spanish :—

Since I last wrote to you I have made a tour of the Northern Lakes, and have travelled more than a thousand miles, partly on horseback, partly by boat. The latter part of my journey has been rather fatiguing, but, at the same time, it has been very interesting, and I have enjoyed myself very much.

Since I arrived here I have been looking out for a small estate, and have been fortunate in obtaining some very fair land from the Government, for which they ask only 500*l*. I am going to Toronto next week to pay the first instalment of this money, and then I shall return to New York, probably by way of Boston, where I wish to pay a short visit to my uncle George.

The more I see of Canada, the more I like it. The climate is magnificent and the people have treated me with the greatest kindness and hospitality everywhere I have stayed.

15. 3. Write a Spanish version of the passage read out.

SECTION II.

10. 4. (*a*) Give the superlative of *nuevo, feliz, frío, poco.* Form diminutives from *chico, torre, pan, mujer.* What are the ordinal numbers corresponding to *cinco, nueve, once, ciento ?*

(*b*) Write out the present indicative of the following verbs :— *merecer, huir, caber, acordarse.* Give the 2nd pers. sing. imperative of *jugar, poner, decir, oir.*

8. 5. How is the passive voice in English to be rendered in Spanish ? Give examples.

12. 6. (*a*) Translate into English the following sentences, adding notes on their grammatical construction :—

Logradas estas ventajas se facilita la tarea.
Dáselo á quien quieras.
Ya sé lo enferma que está la señora.
Este joven se viste á la francesa.

(*b*) Translate into Spanish :—

As soon as you have finished, take the letters to the pos
Bring me the one you think best.
I have paid him two hundred and fifty thousand pesetas.
Take off your hat, but keep on your coat.

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SPANISH.

Thursday, 28th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in Spanish from memory. No notes may be made while it is being read.*

A rich merchant once invited some friends to dinner and promised them, as a treat, a certain rare and delicate fish. But, when the day appointed arrived, he found that there was only one shop in the town where he could obtain such a fish, The fishmonger, knowing that he was rich, asked him 50 pesetas for the fish. After bargaining in vain for some time, the rich man grew angry and went away without buying it. During the dinner the guests were much astonished to see the servants bring in a dish, on which, instead of the expected fish, were fifty pieces of silver. The host thereupon related what had occurred and said that, rather than let the fishmonger triumph, he proposed to give the fifty pesetas to the poor of the town, and to dine without fish that evening The guests loudly applauded the action of the rich merchant, and asked to be allowed to add their own contributions to the money in the dish.

MATHEMATICS.

VALUE

LOWER GRADE.—I.

Wednesday, 20th June.—11 A.M. to 1 P.M.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4 and any two of the other five questions. *All* the figures should be accurately drawn, and, where geometrical constructions are employed, the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked.
10. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. If two sides of a triangle be equal, prove that the angles which are opposite the equal sides are also equal.

Prove that the triangle, whose vertices are the mid points of the sides of an isosceles triangle, is itself isosceles.

15. 2. If a straight line, cutting two other straight lines, make an exterior angle equal to the interior and opposite angle on the same side of the line, prove that the two straight lines are parallel.

AB is at right angles to CD, and EF is at right angles to GH. If AB be parallel to EF, prove that CD is parallel to GH.

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15. 3. Draw a rectangle $ABCD$, in which $AB = 4{\cdot}16''$, $BC = 4{\cdot}3''$. Take points P,Q,R,S in AB, BC, CD, DA, such that $AP = 1{\cdot}76''$, $BQ = 0{\cdot}7''$, $CR = 1{\cdot}76''$, $DS = 1''$.

Calculate the area of $PQRS$ in square inches.

15. 4. Define a tangent to a circle. From your definition prove that the angle between the radius drawn to the point of contact and the tangent is a right angle.

ABC is a triangle, right-angled at A; AL is the perpendicular from A to BC, and LM, LN are the perpendiculars from L to AB, AC; prove that MN is a tangent to the circles described on BL, LC as diameters.

Answer TWO *questions out of the following five.*

15. 5. With only ruler, compasses, and set square, draw two straight lines AB, AC, such that the angle $BAC = 45°$.

Draw also, by means of the same instruments, two lines BD, BE, meeting AC in D and E, such that the angle $BDA = 75°$, and the angle $BEA = 120°$.

Prove that the angle ABE is $\frac{1}{3}$ of the angle AEB, and $\frac{1}{4}$ of the angle BAC.

15. 6. If two angles at the circumference of a circle be equal, prove that the arcs on which they stand are equal.

AB, AC, AD are three thin rods rigidly joined at A. P and Q are two thin pins inserted in a flat table. If the rods be laid on the table, so that AB touches P, and AC touches Q, show that A must lie on a certain circle, and that AD passes through a fixed point in the circumference of that circle.

15. 7. What is a locus?

Draw and state in words, without proof, the complete locus of a point, which moves so as to be always equally distant from two given intersecting straight lines.

Prove that any point which is not on your locus is not equidistant from the two straight lines.

15. 8. By drawing a number of tangents of fixed length to a fixed circle from points on its circumference, find out the locus of their extremities.

Draw this locus accurately for the case in which the radius of the fixed circle is 4 *cm* and the fixed length is 4·2 *cm*.

If from any point in your locus a tangent is drawn to the fixed circle, prove that it is of the required length.

15. 9. Prove that the three straight lines drawn from the vertices of a triangle respectively perpendicular to the opposite sides meet in a point.

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MATHEMATICS.

LOWER GRADE.—II.

Wednesday, 20th June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper is provided for the graphical work.

12. 1. (1) Simplify the following expression, and express the result as a product of factors:

$$(a+b)^2 - \{9ab - 5(a+b)(a-b)\} - [b(b-3a) - \{3ab - 5(a-b)^2\}].$$

(2) Find correct to three decimal places the value of

$$\frac{1}{1-3x} - (1 + 3x + 9x^2)$$

when $x = 0{\cdot}09$.

12 2. A dealer buys a sheep at p shillings each, and b sheep at q shillings each; find (1) the average price which he pays for a sheep, and (2) at what price per sheep he must sell the whole number, in order that his profit may be $5(a+b)$ shillings on the whole transaction.

Verify your results when

$$a = 7, \quad b = 8, \quad p = 45, \quad q = 55.$$

18. 3. Solve the following equations, finding the roots correct to two decimal places:

$$(1)\ \frac{2x-7}{3x-8} = \frac{2(x-9)}{3(x-11)};$$

$$(2)\ \begin{cases} x = y + 6, \\ x^2 = y + 48; \end{cases}$$

$$(3)\ 3x^2 - 7x = 100.$$

18. 4. Make a table giving the value of

(1) x^3,
(2) $-3x$,
(3) $x^3 - 3x + 2$,

when x varies from -1 to $+4$, taking $\frac{1}{2}$ as the interval between each pair of values.

Use this table to draw a curve, which will show how

$$x^3 - 3x + 2.$$

varies, while x increases from -1 to $+4$, taking one inch as unit.

Find from your figure the values of the expression

$$x^3 - 3x + 2.$$

when (1) $x = \frac{1}{4}$, and (2) $x = 2\frac{1}{4}$,

and verify your results by substituting these values of x in the given expression.

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Answer TWO *questions out of the following five.*

15. 5. Find the value which c must have, in order that the expression

$$x^4 - 4x + c$$

may be divisible by

$$x^3 - 2x + 1$$

without remainder.

15. 6. A rides from P to Q at the rate of 12 miles an hour and returns at the rate of 8 miles an hour. B rides both ways at the rate of 10 miles an hour, and takes 10 minutes less time than A to do the double journey. Find the distance from P to Q.

15. 7. If

$$\frac{a}{b} = \frac{c}{d}$$

prove that

$$(1)\ \frac{2a - 3b}{3a + 4b} = \frac{2c - 3d}{3c + 4d};$$

$$(2)\ \frac{a^2 - b^2 + c^2 - d^2}{(a - b)^2 + (c - d)^2} = \frac{a + b + c + d}{a - b + c - d}$$

15 8. Prove the identities

$$(1)\ \frac{1}{x + 1} - \frac{2}{x + 2} + \frac{1}{x + 3} = \frac{2}{(x + 1)(x + 2)(x + 3)};$$

$$(2)\ \{a^2 + (a + b)^2 + b^2\}^2 = 2\{a^4 + (a + b)^4 + b^4\}.$$

15. 9. The freezing and boiling points of water are represented by 0° and 100° on the Centigrade scale, and by 32° and 212° on the Fahrenheit scale. Draw a graph connecting these scales, taking one inch vertically to represent 20° Centigrade, and one inch horizontally to represent 40° Fahrenheit.

By your graph convert 20° Centigrade to the Fahrenheit scale.

MATHEMATICS.

LOWER GRADE.—III.

Thursday, 21st June.—2 P.M. to 3 P.M.

Marks are given for neatness, arrangement, and style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

9 1. Find to the nearest penny the sum required to pay interest at $2\frac{3}{4}$ per cent on £768443386.

9. 2. A metre of wire weighs 43 grams; find to the nearest millimetre the length of portions of the same wire which weigh

(1) 15 grams,
(2) 1 kilogram,

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9. 3. A piece of platinum 17 cubic inches in volume weighs 12 pounds avoirdupois, while a piece of gold 77 cubic inches in volume weighs 54 pounds; find to the nearest ounce the difference between the weight of a cubical block of platinum measuring 5 inches each way and the weight of an equally large block of gold.

9. 4. A town contains 75614 inhabitants, of whom 51 per cent are females. Of the females 23 per cent are married. Find the number of unmarried females in the town without unnecessary calculation.

9. 5. There are 12 stations on a railway line. Single and return tickets have to be printed from each station to each of the others for first, second and third class passengers; find the cost of printing 500 of each kind at 9*d.* per hundred tickets.

9. 6. It has been proposed to divide £1 into 1000 equal parts called mils.

(1) Express the difference between a farthing and a mil as a decimal fraction of 1*d.*

(2) Express 4496 mils in pounds, shillings and pence correct to the nearest farthing.

MATHEMATICS.

HIGHER GRADE.—I.

Wednesday, 20th June.—11 A.M. to 1 P.M.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. *All* the figures should be accurately drawn, and, where geometrical constructions are employed, the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked. Marks are given for neatness and good style.

10. Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

11. 1. Prove that the area of any parallelogram is equal to the area of the rectangle contained by one side of the parallelogram and the perpendicular distance between that side and the opposite side.

If $ABCD$ be a parallelogram in which the distance between AB and CD is greater than AB, prove that the distance between BC and DA is less than BC.

17. 2. Prove that the area of the rectangle contained by the sum and difference of two straight lines is equal to the difference between the areas of the squares on the two lines.

Show how to find a point E in the base BC of a triangle ABC produced if necessary, such that $BC \cdot BE = AB^2 - AC^2$.

Construct a figure for the case when $AB = 6{\cdot}5$ cm, $AC = 5{\cdot}5$ cm, $BC = 7{\cdot}5$ cm.

Find BE both by calculation and by measurement.

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20. 3. In equal circles prove that angles at the circumference which stand on equal arcs are equal.

Having given the base of a triangle, the size of the vertical angle, and a point in the bisector of the vertical angle, construct the triangle, stating your construction without proof.

Draw a figure for the case in which the base BC is 4", the vertical angle BAC is 75°, and the point P on the bisector is such that if PN be the perpendicular to BC, $PN=0{\cdot}6$", $BN=3$", P and A being on the same side of BC.

Measure the angle B, and deduce the value of C.

12. 4. If two triangles ABC, PQR have the angle $A=P$, and $CA : AB = RP : PQ$, prove that the angle $B=Q$.

If two similar triangles have their corresponding sides parallel, prove that the lines joining corresponding vertices meet in a point.

Answer TWO *of the following questions.*

15. 5. AB, BC, CD, DA are four rods forming a parallelogram with joints at the four vertices. The rod BC is continued beyond C to a point E.

Show that the straight line AE will always cut CD in the same point F at whatever angle AB is inclined to AD.

Prove that AE bears a constant ratio to AF.

Show that by means of this property the instrument may be made of practical use in drawing to scale.

15. 6. $ABCDE$ is a regular pentagon; AE, CD meet in F; prove that the straight lines drawn from D, E, F parallel respectively to AE, AD, AB meet in a point.

15. 7. Prove that in equal circles chords of the same lengths subtend equal angles either at the centre or at the circumference.

ACB is a straight line in which $AC=2{\cdot}4$", $CB=1{\cdot}6$"; P is any point such that the circles circumscribing PAC, PBC are equal. If Q be the centre of the circle circumscribing PAC, R that of the circle circumscribing PBC, find and construct (1) the locus of Q, (2) the locus of R, (3) the locus of P, stating your construction clearly, with short reasons for it.

15. 8. Prove that if a straight line be perpendicular to two intersecting straight lines, it is perpendicular to every straight line in the plane which they determine.

AB, AC are two straight lines which meet at an angle of 45°, AB is 10 cms in length; at B, BD is drawn perpendicular to the plane BAC and 2·5 cms in length. Calculate the length of the perpendicular from D to AC.

15. 9. $ABCD$ is a rectangle whose diagonals meet in E, the length of each diagonal being 1·5". Through E a straight line EF, 1·8" in length, is drawn perpendicular to the plane of the rectangle. Find the centre of the sphere passing through $ABCDF$, and calculate the length of its radius to two decimal places.

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MATHEMATICS.

HIGHER GRADE—II.

VALUE. Wednesday, 20th June.—2 P.M. to 4 P.M.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the remaining five questions. Marks are given for neatness and good style.

10.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

1. If p pounds accumulate for n years at r per cent. compound interest payable annually, find an expression for the amount at the end of that time.

15.

As an example, find to the nearest hundred pounds the amount due after £5,000 has accumulated for 25 years at $4\frac{1}{2}$ per cent.

2. Simplify the following expressions :—

15.

(1) $\dfrac{1}{x+1} + \dfrac{2}{x^2+3} + \dfrac{8}{(x^3-1)(x^2+3)}$;

(2) $x^3+y^3+z^3+3(x+y+z)(yz+zx+xy)-(x+y+z)^3$.

15. 3. If any integral function of x is divided by $x-a$, prove that the remainder is the expression formed by substituting a for x in the function.

If 3 is one root of the equation

$$x^3 - 49x + a = 0,$$

find the other roots.

4. If N, N′ are numerical quantities of the form $a + b\sqrt{2}$, $a' + b'\sqrt{2}$, where a, b, a', b' are integers and $N = N'$, prove that $a = a'$, $b = b'$.

15.

Simplify

(1) $\sqrt{2}(1+\sqrt{3})\sqrt{(2-\sqrt{3})}$;

(2) $2(2+\sqrt{3})(\sqrt{6}-\sqrt{2})\sqrt{(2-\sqrt{3})}$.

Answer TWO *of the following questions.*

5. A boiler consists of a cylinder with hemispherical ends. If the length of the cylinder be 10 feet, and the diameter of its cross-section 5 feet, find its volume in cubic feet to the nearest foot, taking π as $\frac{22}{7}$.

15.

6. Simplify and resolve into factors

15. $(3x^2+1)(3x^2+3x+1)(3x^2-3x+1)-(x^2+3)(x^2+3x+3)(x^2-3x+3)$.

15. 7. Find all the real roots of the equations :—

(1) $12\left(x+\dfrac{1}{x}\right)^2 - 56\left(x+\dfrac{1}{x}\right) + 65 = 0$;

(2) $\begin{cases} x^3 - y^3 = 91, \\ x^2(x-y) = 36. \end{cases}$

15. 8. Three numbers are in harmonic progression. If the sum of the numbers be 37, and the sum of their reciprocals be $\frac{1}{4}$, find the numbers.

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15. 9. Draw in one figure and with the same scale and axes the graphs of

$$(1)\ y = 3 - \frac{x}{2}, \qquad (2)\ y = \frac{5}{x};$$

from $x = 1$ to $x = 6$, taking one inch as unit.

Either directly from these graphs, or by means of their tables of values, form the graph of

$$(3)\ y = \frac{5}{x} - 3 + \frac{x}{2},$$

and find its minimum or turning point as nearly as you can from your figure.

MATHEMATICS.

HIGHER GRADE.—III.

Thursday, 21st June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style. All the figures should be accurately drawn.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

10. 1. Prove that when A is acute

$$\operatorname{cosec}^2 A = 1 + \cot^2 A.$$

Verify this formula by substituting the values of cosec A and cot A, when $\sin A = \frac{8}{17}$.

18. 2. From your tables write out in tabular form the values of $\tan\theta$ and $\cot\theta$ correct to two decimal places when $\theta = 10°, 20°, 30°, 40°$. Hence find the values of $\tan\theta + \cot\theta$ for the same values of θ.

Draw the graph of $\tan\theta + \cot\theta$ from $\theta = 10°$ to $\theta = 40°$, and from your figure find a value of θ which will approximately satisfy the equation

$$\tan\theta + \cot\theta = 4{\cdot}5.$$

13. 3. A certain tower is known to be 150 feet high. Its angle of elevation as seen from a point in the same level as the base of the tower is 35° 26′; calculate the distance from this point to the base of the tower, and verify your answer by a carefully drawn diagram.

19. 4. Give a geometrical proof of the formula

$$\sin(A+B) = \sin A \cos B + \cos A \sin B,$$

for the case when A and B are acute, and $A+B$ is obtuse.

Assuming the formula to hold for all values of A and B, deduce the corresponding formula for $\cos(A - B)$.

If $\cos A = \frac{3}{7}$, $\cos B = \frac{12}{13}$, find all the possible values of $\cos(A-B)$.

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Answer TWO *of the following questions.*

15. 5. Assuming the values of $\cos(A + B)$, $\sin(A + B)$ in the terms of the sines and cosines of A and B, find $\cos 2A$ and $\sin 2A$ in terms of $\sin A$, $\cos A$.

Verify the identity

$$\cos^2 2A + \sin^2 2A = 1,$$

by squaring and adding these values.

15. 6. If, in a triangle ABC, A is acute, and a is greater than b, show that

$$c = b \cos A + \sqrt{(a^2 - b^2 \sin^2 A)}.$$

Construct the triangle for the case in which $a = 5$, $b = 3{\cdot}5$ $A = 38°$. Measure the side c and verify your result by calculation.

15. 7. Prove the identities :

$$(1)\quad \frac{\operatorname{cosec} A - 2 \sin A}{\cos A + \sin A.} = \cot A - 1,$$

$$(2)\quad \frac{\sin(A + B) + \sin(A - B)}{\cos(A + B) + \cos(A - B)} = \tan A.$$

8 Assuming that

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc},$$

find $\sin \frac{1}{2}A$ in terms of the sides of the triangle in a form suitable for logarithmic calculation.

Use your formula and the tables to find the least angle of a triangle whose sides are in the proportion of 7, 10, 13.

15. 9. If the bisector of the angle A of the triangle ABC meet BC in D prove that

$$AD = \frac{a \sin B \sin C}{\sin \frac{1}{2}A (\sin B + \sin C)}.$$

ALGEBRA.

HONOURS GRADE.

Wednesday, 20th June.—11 A.M. to 12.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

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15. 1. Prove that when x is a positive quantity, and n increases without limit, x^n increases or decreases without limit, according as x is greater or less than unity.

Hence show that, when x is less than unity and n increases without limit, the sum of the series

$$1 + x + x^2 + \ldots + x^n$$

approaches indefinitely to $\frac{1}{1 - x}$.

Find the sum to infinity of

$$1 + 2x + 3x^2 + 4x^3 + \ldots$$

when $x = \frac{1}{3}$.

15. 2. If ${}_nC_r$ represent the number of selections of n things taken r at a time, show by elementary reasoning, and not by a quotation of a formula, that

$${}_nC_r = {}_{n-1}C_r + {}_{n-1}C_{r-1}$$

Hence deduce the relation

$${}_nC_0 + {}_nC_1 + {}_nC_2 + \ldots + {}_nC_n$$
$$= 2\{{}_{n-1}C_0 + {}_{n-1}C_1 + \ldots + {}_{n-1}C_{n-1}\} = 2^n.$$

15. 3. Prove that if a, b, c are the roots of

$$x^3 + px^2 + qx + r = 0,$$

then

$$a + b + c = -p, \quad bc + ca + ab = q, \quad abc = r.$$

Hence find the relation between p, q, r, in order that

$$x^3 + px^2 + qx + r = 0$$

may have two equal roots.

Alternative Questions.

15. 4*a*. Solve the equations

(1) $x^5 - x^4 + x^3 - x^2 + x - 1 = 0$;

(2) $\begin{cases} x^2 + 3y = 4, \\ y^2 + x = 2. \end{cases}$

Or,

15. 4*b*. Trace the graph of

$$y = \tfrac{1}{4}x^2(x - 3)$$

and prove that

$$x = 0, \quad x = 2,$$

give turning values of y.

15. 5*a*. The cost of a certain steamer voyage is the sum of two quantities, one of which is proportional to the time taken and the other to the average speed during that time. When the voyage takes 10 days, the cost is £700; when it takes 14 days the cost is £884. Find the cost when it takes 8 days.

Also find the number of days which gives the smallest possible cost, and the corresponding cost.

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VALUE.

Or,

15. 5*b*. Prove that the square of any odd number is of the form $8n + 1$.

Hence show that if the lengths of three sides of a right angled triangle are proportional to three whole numbers, the length of one of the sides which contain the right angle is a multiple of 4.

6*a*. Prove that

15.
$$\frac{x^3 + px + q}{(x + a)(x + b)(x + c)}$$

can be resolved into fractions of the form

$$\frac{A}{x + a'} \quad \frac{B}{x + b'} \quad \frac{C}{x + c}$$

in only one way.

If

$$p = a + b + c, \quad q = bc + ca + ab,$$

find A, B, C.

Or,

15. 6*b*. Prove that the expression

$$ax^n + bx^{n-1} + \ldots + kx + l$$

can be expressed in the form

$$A(x + 1)(x + 2)\ldots(x + n) + B(x + 1)(x + 2)\ldots(x + n - 1) + \ldots + K(x + 1) + L.$$

Express

$$5x^3 + 7x^2 - 9x - 11$$

in this form.

GEOMETRY.

HONOURS GRADE.

Wednesday, 20th June.—2 P.M. to 4 P.M

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

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15. 1. If two sides of a triangle be given in length, prove that the area of the triangle is a maximum when the contained angle is a right angle.

Prove that the perimeter of a square is less than that of any other parallelogram of equal area.

15. 2. Prove that the rectangle contained by the perpendiculars drawn from any point in the circumference of a circle to two fixed tangents is equal to the square of the perpendicular drawn from that point to the chord of contact.

Hence show that the centres of the inscribed circle and of one of the escribed circles of the triangle formed by the tangents and the chord of contact lie on the given circle.

15 3. $ABCD$ is a quadrilateral of which the four vertices are not in one plane. Prove that the straight lines which join the mid points of opposite sides meet in a point.

If P, Q, R, S are the centroids of the triangles BCD, CDA, DAB, ABC, prove that the quadrilateral $PQRS$ is similar to $ABCD$, and that their centre of similitude is the point of intersection of the straight lines which join the mid points of opposite sides of either quadrilateral.

Alternative Questions.

15. 4*a*. A, B, C are three points in a plane, and DE is a straight line in the plane. Find a point P in DE, and another point Q in the plane, such that the triangles APQ, BPQ, CPQ may be equal to three given areas.

From your construction deduce a proof of Menelaus' theorem.

Or,

15. 4*b*. ABC is a triangle, and points D, E, F are taken in BC, CA, AB such that

$$AB+BD=DC+CA,$$
$$BC+CE=EA+AB,$$
$$CA+AF=FB+BC.$$

Prove that AD, BE, CF meet in a point.

Prove that

$$AD^2=\frac{1}{4a}(a+b+c)\{-a^2+a(b+c)+2(b-c)^2\}$$

when a, b, c, are the sides of the triangle ABC.

15. 5*a*. A, B, C, D are four points in a straight line such that C, D are harmonic conjugates with respect to A, B; O is the mid point of AB. Prove that

(1) $OA^2=OC \cdot OD$
(2) $DA \cdot DB=DC \cdot DO$

A, B, C being three given points in a straight line, find the position of D such that C and D may be harmonic conjugates with respect to A and B.

Prove that any circle through C and D intersects orthogonally the circle described on AB as diameter.

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Or,

15. 5*b*. Having given three points in a harmonic range, construct a fourth point with the ruler only, and show that there are three solutions.

Calculate the length of AD for the three cases, where the given points A, B, C are in order in a straight line, and $AB = 3''$, BC $2''$.

Verify one of the cases by means of an accurately drawn figure.

15. 6*a*. V is the vertex of a pyramid which stands on a quadrilateral base $ABCD$. Show that if $PQRS$ be the points of intersection of a plane with VA, VB, VC, VD, the locus of the intersection of PQ with RS is a straight line through V.

If A, B, C, D be concyclic points, find the centre of the sphere circumscribing $VABCD$.

Or,

15 6*b*. AB, CD are two straight lines in space; and from A, B, perpendiculars AL, BM are drawn to CD. P, Q are two points in AB, and AB produced, such that

$$\frac{AP}{PB} = \frac{AQ}{BQ} = \frac{AL}{BM}.$$

Prove that the planes PCD, QCD are at right angles to each other.

TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Thursday, 21st June.—2 P.M. to 3.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. If $\tan 2A = x$, prove that

$$\tan A = \frac{1}{x}(\pm\sqrt{x^2 + 1} - 1),$$

and explain the necessity for the double sign.

ABC is a circle whose centre is O. The angles AOB, BOC are each 45°. The bisector of AOB meets the tangent at B in D; and DE, drawn parallel to the chord BC, meet AC in E. Prove that $AE = OA$.

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15. 2. Prove that

$$(\cos\theta + i\sin\theta)^n = \cos n\theta + i\sin n\theta,$$

where n is a positive integer, and $i^2 + 1 = 0$.

Find the exponential values of $\sin\theta$ and $\cos\theta$; and hence express $\sin^3\theta\cos\theta$ in terms of sines of multiples of θ.

15. 3. Find an expression for the distances between the centres of the circumscribed and inscribed circles.

If r_1, r_2, r_3 be the radii of the escribed circles, prove that

$$(1)\ r_1 + r_2 + r_3 - r = 4R,$$

$$(2)\ \frac{1}{r_1} + \frac{1}{r_2} + \frac{1}{r_3} - \frac{1}{r} = 0.$$

Alternative Questions.

15. 4*a*. Find, from your tables, the values of $\sin^{-1}x$ to the nearest degree when

$$x = 0,\ \pm 0{\cdot}1,\ \pm 0{\cdot}2,\ \ldots\ \pm 0{\cdot}9,\ \pm 1;$$

and hence construct the graph of

$y = \sin^{-1}x$, between the limits $y = -180°$, $y = +180°$,

taking one inch horizontally to represent 0·5 and one inch vertically to represent 50°.

Or,

15. 4*b*. Prove that the nine-points circle of a triangle touches the inscribed and escribed circles.

15. 5*a*. Prove that in any triangle

$$\sin\frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}},\quad \cos\frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}.$$

If D, E are the points of contact of the sides AB, BC with the inscribed circle of the triangle ABC, and if DE meet AC in F, prove that

$$FC = \frac{b(a+b-c)}{2(c-a)}.$$

Or,

15. 5*b*. Find all the solutions of the equation

$$\tan\theta + \tan 2\theta + \tan 3\theta = 0.$$

15. 6*a*. Prove that

$$\sin\theta = \theta - \frac{\theta^3}{\lfloor 3} + \frac{\theta^5}{\lfloor 5} - \ldots$$

Assuming that $\pi = 3{\cdot}14159$, use this identity to express sin 10 correct to five decimal places.

Or,

15. 6*b*. Prove that

$$\cos\theta,\quad \cos 2\theta,\quad \cos 3\theta,\ \ldots$$

form a recurring series whose scale of relation is

$$1 - 2x\cos\theta + x^2 = 0;$$

find the generating function and deduce the expansion of $\cos n\theta$ in terms of $\cos\theta$.

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ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 26th June.—2 P.M. to 3.30 P.M.

10. *All the steps of the proofs must be given,* and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

13. 1. Explain the meaning of component and resultant velocities.

A ship is sailing northwards at the rate of 10 miles an hour. A sailor in the ship goes across the deck from a point on the west side to the opposite point on the east side at the rate of $5\frac{1}{3}$ miles per hour. Find the velocity of the sailor relatively to the surface of the Earth, and show its direction by an accurate diagram.

13. 2. State the parallelogram of forces.

ABCD is a given parallelogram, and *E* is the mid point of *CD*. Find the resultant of the three forces represented by *BC*, *BE*, *EA*.

13. 3. Define acceleration.

A body moving in a straight line with uniform acceleration contrary to the direction of motion has at a certain instant a velocity of 420 feet per second. One minute later its velocity is 260 feet per second. Find the acceleration.

Find also in how much longer time the body will come to rest.

13. 4. Find the centre of gravity of a uniform triangular lamina.

Show that it coincides with the centre of gravity of three equal particles placed at its vertices.

13. 5. A body, acted on by a horizontal force, rests on a smooth inclined plane. Prove that the force bears to the weight of the body the same ratio that the height of the plane bears to its base.

A horizontal force equal to the weight of 5 pounds keeps a body weighing $5\frac{1}{4}$ pounds at rest on a smooth inclined plane. Find the reaction of the plane.

13. 6. Describe and explain the action of a syphon in emptying a vessel, and show how a syphon may be employed so that a vessel into which water flows steadily may be emptied at intervals.

12. 7. A body weighs in air $7\frac{1}{2}$ pounds, in water $5\frac{1}{2}$ pounds, and in another liquid 6 pounds. Find the specific gravity of the liquid.

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HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Honours.)

Tuesday, 26th June.—2 P.M. to 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations should be shown in full.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Define the Centre of Gravity of a body, and show how to find the centre of gravity of a number of particles of given mass and position.

Prove that if the different particles be in motion in different directions with different speeds, each particle moving with uniform velocity, the centre of gravity is also moving with uniform velocity.

15. 2. Prove the parallelogram of forces.

Three beams BC, CA, AB, of lengths 3, 5, 4 feet, are connected by smooth hinges at A, B, C. The ends of the beam CA rest on pillars of equal height. The other two are in a vertical plane, B being above CA, and a weight of 25lbs. hangs from the hinge at B. If the weight of the beams themselves may be neglected, find the stresses in each beam and the reactions at B and C.

15. 3. A particle is projected from a given point in a given manner. Determine its position at any time, and find its range on a horizontal plane through the point of projection in terms of the original horizontal and vertical velocities.

Two particles are projected at the same moment from a given point with any velocities whatever. Show that the distance between the particles increases uniformly with the time.

Alternative Questions.

15. 4*a*. Define Work, and give the meanings of foot-pound, horse-power dyne, and erg. Express an erg as a decimal fraction of a foot-pound, assuming 1 gram = ·0022 pound, and 1 centimetre = ·0328 feet.

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Or

15. 4*b*. Explain shortly what is meant by Kinetic Energy. State the relation between the mass, velocity, and kinetic energy of a body.

A particle of mass M is let fall, and simultaneously a particle of mass M' is projected upwards with a velocity of 96 feet per second. Find the ratio of M to M' in order that after an interval of 6 seconds the two particles may have the same kinetic energy.

15. 5*a*. Prove that when a body is wholly or partially immersed in a fluid the resultant pressure of the fluid on the body is equal in amount but opposite in direction to the weight of the portion of the fluid displaced by the body.

A balloon contains 4,000 cubic metres of coal gas, of specific gravity 0·00052. If the specific gravity of air be 0·00129, and the weight of the envelope and car be 1500 kilograms, find what additional weight it will sustain. (A cubic centimetre of water weighs a gramme.)

Or

15. 5*b*. Find an expression for the pressure at a point in a liquid n feet below the surface, if the pressure on the surface be k lbs. per square inch, and the specific gravity of the liquid be s.

If the pressure in a water main exceed the atmospheric pressure by 40 lbs. per sq. in., find the greatest height to which the water can rise above the main.

15. 6*a*. State the laws of friction.

A force F keeps a mass M moving up an inclined plane with constant velocity v. The inclination of the plane to the horizontal plane is α, and μ is the coefficient of friction between the mass and the plane.

If $\mu = \tan \epsilon$, prove that the rate at which F does work is

$$\frac{Mgv \sin (\alpha + \epsilon)}{\cos \epsilon}$$

Or

15. 6*b*. Forces act on a rigid body along the sides of a polygon taken in order the same way round, and respectively proportional to the lengths of the sides along which they act. Prove that the resultant of these forces is a couple proportional to the area of the polygon.

Forces represented by straight lines AB, BD, DC, CA act on a rigid body along these lines, and are in equilibrium. Prove that BC is parallel to AD.

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GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 26th June.—4 P.M. to 5.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

15. 1. A triangle ABC is cut out of paper, and is folded across so that the point A falls on a point in BC. Prove that the crease is a tangent to the parabola of which the first position of A is the focus and BC is the directrix.

Find the point of contact of the crease.

15. 2. If P be a point on a parabola of which S is the focus, and K be a point on the tangent at P, and if KL and KM be the perpendiculars from K to SP and the directrix, prove that $KM = SL$.

Hence, or otherwise, show how to draw a second tangent to the parabola from K.

15. 3. Two chords PQ, RS are drawn in a parabola parallel to two fixed directions. If these meet in O, prove that the rectangle $PO \cdot OQ$ bears a fixed ratio to the rectangle $RO\ OS$.

Hence show that if a circle PQR cut a parabola in the points P, Q, R, S, the chords PR, QS are equally inclined to the axis of the parabola.

15. 4. If from the foci S, S' of an ellipse SL, $S'M$ are drawn perpendicular to the tangent at P, prove that $CL = CM = CA$, and $SL.S'M = CB^2$, where CA, CB are the semi-axes major and minor.

15. 5. Prove that any two tangents to an ellipse which are at right angles to each other intersect on a fixed circle.

Hence show that all rectangles which circumscribe an ellipse have their vertices in a fixed circle.

15 6. Define a hyperbola, and prove that it has two infinite branches.

If S be the focus of a hyperbola, P a point on the curve, PM the perpendicular from P to the directrix, P' the point in which PM produced meets the other branch of the hyperbola, prove that SM bisects the angle PSP'.

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ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(*Higher Grade and Honours.*)

Tuesday, 26th June.—12 Noon to 1.30 P.M.

10. *All the steps of the proofs must be given.* Additional marks will be given for neatness, good style, and accurate diagrams.

The co-ordinate axes may be assumed to be rectangular.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. The co-ordinates of the vertices of a triangle are (6, 4), (5, 2), (2, 3).

Find (1) the co-ordinates of the mid points of the sides, (2) the equations of the medians, (3) the co-ordinates of the point of intersection of the medians, illustrating your figure by a drawing to scale.

15. 2. Find an expression for the tangent of the angle contained by the straight lines

$$y = ax + b, \qquad y = cx + d.$$

Find c in terms of a, (1) when the lines are parallel, (2) when they make an angle of 90°, (3) when they make an angle of 45°.

15. 3. Prove that the equation

$$ax^2 + 2bxy + cy^2 = 0,$$

represents two straight lines through the origin.

Find the equation which represents two straight lines through the origin, one of which passes through the point (1, 2) and the other through the point (2, 1).

15. 4. Show that the equation

$$x^2 + y^2 + ax + by + c = 0,$$

may be made to represent any circle by taking suitable values of a, b c.

Find the equation of the circle which passes through the points (1, 1), (2, 0), (3, 3).

15. 5. Prove that the straight line

$$y = mx + c\sqrt{1 + m^2}$$

touches the circle $x^2 + y^2 = c^2$ for all values of m.

Find the equations of the straight lines parallel to the line, $x + y = 0$, which touch the circle, $x^2 + y^2 = 8$; illustrating your answer by an accurate figure.

15. 6. Find the equations of two circles, each of which touches the axis OX and also passes through the points (1, 2), (3, 4).

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VALUE.

BOOK-KEEPING.

Friday, 22nd June.—2 P.M. to 5 P.M.

25. *Marks are given for writing, ruling and style.*

101. 1. On 1st March, 1906, the Ledger Balances of John Logan, Weaver, were :—

Debtor.	£ s. d.	*Creditor.*	£ s. d.
Machinery	812 10 0	Brown Bros.	155 19 6
Manufactured Goods	1,220 0 0	Capital	4,250 0 0
Materials (used in Manufacturing)	764 5 0		
Bank	1,550 6 6		
Cash	21 8 0		
Jones & Co.	37 10 0		
	£4,405 19 6		£4,405 19 6

He made the following transactions :—

1906			£ s. d.
March	2.	Purchased Premises from A. Lyon (by cheque) *Note.*—He let as a store part of the premises which he did not require.	1,500 0 0
„	5.	Received from Jones & Co. and lodged in Bank	35 12 6
„	„	Discount allowed to them	1 17 6
„	9.	Sold Manufactured Goods to Jones & Co.	264 0 0
„	20.	Paid Fire Insurance (in cash)	7 10 0
April	4.	Received Jones & Co.'s acceptance at 3 m/d.	264 0 0
„	7.	Bought Materials of A. Robertson	125 0 0
„	10.	Paid Brown Bros. (by cheque)	140 7 6
„	„	Discount allowed by them	15 12 0
„	„	Discounted Jones & Co.'s acceptance at Bank yielding	260 14 0
„	23.	Accepted A. Robertson's Bill	125 0 0
May	2.	Sold Goods to J. and A. Stoakes	328 0 0
„	8.	Bought Materials of Brown Bros.	81 0 0
„	26.	Received rent of Store to 31st current (in cash)	5 10 0
„	30.	Cash drawn from Bank	25 0 0
„	31.	Paid Salaries and Wages (by cheque)	120 0 0
„	„	„ „ (in cash)	32 7 6
„	„	Values at this date Manufactured Goods	1,165 10 0
„	„	„ „ Materials	777 1 3
„	„	Taxes for Quarter to date due but not paid	30 0 0
„	„	Depreciation on Machinery to be written off—2½ per cent.	

Record the opening entries, the transactions, and closing entries in :—
Cash Book ;
Invoice (or Goods Bought) Book ;
Day (or Goods Sold) Book ;
Journal.

Post from these to a Ledger.

Frame Profit and Loss Account for the quarter ending 31st May 1906, and a Balance Sheet as at 31st May 1906.

Only entries not suitable for the other books are to be entered in the Journal.

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24. 2. (*a*) A.B. sold to C.D. goods invoiced at £500 ; C.D. returned £20 worth of the goods ; A.B. erroneously entered the latter transaction as if he had sold C.D. an additional £20 worth of goods.

Give the Journal entries required to put the matter right in A.B.'s books.

(*b*) On the 1st February 1906, A.B. bought from C.D. goods invoiced at £100, for which he gave C.D. his bill at 3 m/d. C.D. discounted the bill, the proceeds, £98 15*s.*, being credited to his bank account. When the bill became due, A.B. was unable to meet it, and C.D. had to take it up.

Record these transactions in C.D.'s Journal.

COMMERCIAL ARITHMETIC.

First Paper.

Tuesday, 26th June.—9.30 A.M. to 10 A.M.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

Fill this in first { *Name of School*_____ / *Name of Pupil*_____

3. 1. Add the following sums of money, and subtract nine times the first line from your result :—

£	*s.*	*d.*
176935	19	11½
89277	17	6¾
618248	9	10½
975649	17	6
419365	13	4½
987349	9	8
126534	18	10¼
969417	11	11
876994	19	8¼

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7. 2 Write down the values of—

234716953 × 11 - - - - -
417296534 × 25 - - - - -
643917258 × 12 - - - -
2716 × 34 - - - - - -
654678228 ÷ 12 - - - -
321936575 ÷ 25 - - - - -
47149625 ÷ 125 - - - - -

5. 3. Calculate the following percentages :—

5 % of £416932 - - - -
4 % of £391165 - - - -
2½ % of £624163 - - - - -
12 % of £6735 - - - -
95 % of £14500 - - - - -

6. 4. Write down the cost of—

784 articles at 13*s.* 4*d.* each - - -
6 tons 16 cwts. 2 qrs. at £12 10*s.* per ton
260 yards at 2*d.* per inch - - -

3. 5. Express—

456 centimetres + 32 decimetres in millimetres - - - - - -
137 square centimetres as a decimal fraction of a square metre - -
472 cubic metres as cubic millimetres -

1. 6. What is the remainder when the following number is divided by 9 ?

3721845023465 - - - -

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COMMERCIAL ARITHMETIC.

Second Paper.

Tuesday, 26th June.—10 A.M. to 11.30 A.M.

All the working must be shown in its proper position in the answer, and the different steps of the calculation should be shortly indicated in words.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

7. Marks are given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

8. 1. Express in kilograms the weight of 447 hektolitres of a liquid weighing 1·2 grams per cubic centimetre. (A litre is a cubic decimetre.)

8. 2. A cistern is 4 feet 3 inches long, 3 feet 9 inches broad, 2 feet 8 inches deep (internal measurement), find how many cwts. of water it contains, assuming that a cubic foot of water weighs 1000 ounces.

7. 3. A firm owes another firm £1000 due 6 months hence, £500 due 4 months hence, and £250 due 3 months hence, find at what time a single payment of £1750 will equitably liquidate all three debts.

12. 4. Explain the method by which sums less than £1 can be rapidly expressed as decimal fractions of £1.

Express the following items as decimals of a pound correct to three places, add them as decimals, and bring the answer to pounds, shillings and pence:—

$$6s.\ 11\tfrac{1}{2}d.,\ 13s.\ 7\tfrac{3}{4}d.,\ 10s.\ 6d.,\ 3s.\ 4\tfrac{1}{4}d.,\ 9s.\ 3\tfrac{3}{4}d.$$

Test your result by adding the items in the ordinary way, and explain any discrepancy.

7. 5. A company has issued the following stocks and shares:—

£20000 3½ per cent. Debenture Stock,
£25000 4½ per cent. Preference Stock,
100000 ordinary shares of £2 each.

If the net profits in a certain year be £12825, find what rate per cent. of dividend can be paid on the ordinary shares.

8. 6. A man invested a sum of money in a 3½ per cent. Stock when it stood at £12 above its par value (100), and sold it 10 years later at £12 below par, receiving £600 less than he paid for it. Find the amount of stock he bought, and the annual income he received from it. (Disregard brokerage and other expenses of buying and selling.)

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7. 7. What is meant by saying that Great Britain adopts a gold standard for its currency?

Explain why 20 shillings can always be exchanged for a sovereign, although the price of silver varies.

11. 8. A London merchant owes 5942 dollars payable in New York to a merchant there. The latter draws a bill on the London merchant at 30 days' sight in sterling. If the rate of exchange for 30 days' sight drafts be 4·85 dollars for £1, find the amount of the bill to the nearest penny.

If he had drawn the bill at 60 days' sight, would the rate of exchange as expressed in dollars per pound sterling be greater or less? Give a reason for your answer.

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PART VI. OF APPENDIX.

THE ROYAL SCOTTISH MUSEUM, EDINBURGH.

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REPORT *for the year* 1906 *by* JAMES J. DOBBIE, Esq., D.Sc., F.R.S., *on* THE ROYAL SCOTTISH MUSEUM.

31st December, 1906.

MY LORDS,

I have the honour to submit my Report on The Royal Scottish Museum for the year 1906.

The attendance of visitors at the Museum during the past year has been highly satisfactory, the number having exceeded that of 1905 by ten thousand.

The collections in all the departments of the Museum continue to be utilized to an increasing extent for the purposes of systematic study, and, in this connection, I desire again to call attention to the necessity for making better provision than the existing accommodation affords for the comfort and convenience of students.

Several important changes in the *personnel* of the Museum staff have taken place in the course of the year. The Natural History Department has lost the services of Dr. R. H. Traquair, F.R.S., who retired in August after having occupied the post of Keeper for 32 years. At the time of his appointment in 1873 only a portion of the present building had been erected, and it therefore fell to him to carry out the developments and re-arrangements of the collections which followed on the extension of the Museum. His tenure of office was further marked by the formation of a collection specially devoted to the zoology of the of the British Isles, and also of a type collection illustrating the comparative anatomy and classification of the animal kingdom, which has now become an invaluable help to the students of Natural History who visit the Museum. Besides discharging the daily duties of his keepership, Dr. Traquair devoted himself to a special study of fossil ichthyology—a subject in which he is an authority of universally acknowledged eminence—and the valuable collection of fossil fishes from the older geological formations which he gathered together for the Museum is admittedly one of the finest in existence.

Dr. Traquair has been succeeded in the keepership of the Natural History Department by Mr. W. Eagle Clarke, who had filled the post of assistant-keeper since 1901, and Mr. Percy H. Grimshaw, formerly assistant in the Department, has been promoted to be assistant-keeper.

I regret to have to record the death early in the year of Mr. J. G. Goodchild, who for many years gave valuable service to the Museum. In 1888 Mr. Goodchild was appointed curator of the collections of the Geological Survey in the

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Museum, and since 1894 he had acted also as keeper of the Heddle collection of Scottish minerals. Mr. Goodchild possessed an intimate knowledge of the collections under his charge, and an extensive practical acquaintance with the geology of Scotland, more especially with that of the neighbourhood of Edinburgh. His facility in imparting information, and his unfailing courtesy to those who sought his advice, will be remembered by many visitors to the Geological Galleries of the Museum.

Several important improvements of the Museum buildings have been effected by H.M. Office of Works in the course of the year. The roof has been almost entirely re-glazed and, although it is not yet perfectly water-tight, the annoyance caused by the dripping of water during periods of heavy rain has been greatly diminished. Considerable progress has been made with the re-flooring of the halls and galleries, and the lighting of the Museum has been improved by the installation of arc lamps in the galleries on the first floor.

In last year's Report I drew attention to the urgent need for a more satisfactory method of heating and ventilating the Museum, and I am glad to be able to report that plans have been prepared with a view to immediately remedying the defects of the existing system, which has been condemned by the Engineer of H.M. Office of Works.

The windows in the south wall of the west wing of the Museum have been fitted with iron shutters as a protection against fire. This cannot be regarded otherwise than as a temporary means of dealing with the grave danger to which I have already repeatedly drawn Your Lordships' attention. In my opinion nothing short of the removal of the buildings which immediately adjoin the Museum on its south side, or their conversion to some less dangerous purpose than that for which they are now employed, can adequately provide for the safety of the Museum.

I submit herewith the Reports of the Keepers of the various departments.

Mr. Vallance's Report on the Art and Ethnographical Department deals at length with the steps which have recently been taken for the development of the Egyptian collection. The re-flooring of the Egyptian Room has just been completed, and the opportunity offered by the re-installation of the collection will be taken advantage of to incorporate with it the large number of valuable specimens acquired in the course of the year. For the most important of these we are indebted to the President and Committee of the Egypt Exploration Fund and to Professor Flinders Petrie, who have contributed sculptures and also a great variety of other objects illustrative of the life of ancient Egypt, obtained during their excavations in 1905–6. With a view of bringing the Museum into closer connection with the work of archæological exploration, Mr. Edwin Ward, assistant in the Art Department, has been sent out to Egypt this season as a member of Professor Petrie's party. Satisfactory evidence of a growing local interest in such work is afforded by a marked increase

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in the number of subscribers from the Edinburgh district to the Egypt Exploration Fund.

Valuable additions have been made to the collections in other sections of the Art and Ethnographical Department, which help to fill out the series from the point of view either of historical or artistic development.

It is gratifying to notice that Sir T. Gibson-Carmichael, Bart., and Mr. H. J. Pfungst have given further evidence of their interest in the Museum, by again making valuable contributions to this department.

Mention should also be made of a large and very complete selection of over 1,000 specimens of Palæolithic implements, found at Milton Street, Kent, and given to the Museum by Mr. James Cross, F.G.S. Mr. W. Rae Macdonald has presented a large collection of stamps, including many rare and valuable examples, which will be incorporated with the Dunbar-Dunbar collection bequeathed to the Museum last year.

The Ethnographical collection continues to receive important and valuable accessions. Advantage is taken of every suitable opportunity to secure objects from those countries in which the native customs and arts are being changed under the influence of modern civilization.

In his Report on the Natural History Department Mr. Eagle Clarke states that steady progress has been made with the development of the various collections. To the type collection has been added a number of anatomical preparations, and the series of shells of mollusca, explanatory of their structure and of the terms used by conchologists, has now been completed. Important improvements have been made in the arrangement both of the British and of the general collection of insects. Mr. Clarke has now completed the task of describing the extensive collection of Antarctic birds, brought home by the Scottish National Antarctic Expedition, and a complete set of the specimens has been selected for the Museum. Arrangements have been made for the proper display of these and of the Antarctic seals presented to the Museum last year by Mr. Bruce.

The additions to the Natural History Department during the year number between 9,000 and 10,000 specimens, of which, it is gratifying to be able to add, more than 9,000 were donations.

From Lord Hindlip the Museum received the gift of a very fine giraffe, shot on the Quashengeshu Plateau, British East Africa. The Hon. Walter Rothschild has presented 174 birds' skins, some of great rarity; and Miss Rimmer a large collection of the shells of mollusca formed by her late father, Mr. Richard Rimmer, of Dalawoodie, Dumfries, a well known conchologist. Valuable donations have also been received from Mr. J. M. Gordon, Professor Sherrington, Sir A. Buchan Hepburn, Major-General A. A. Kinloch, Lieut. F. M. Bailey, Mr. Wm. Berry, Mr. J. A. Clark, Mr. Norman Kinnear, the Rev. John Lindsay, the Rev. Frank Oldrieve, and many others.

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In the Technological Department Dr. Galt reports that attention has mainly been concentrated on the development of the collection of models and appliances designed to illustrate coal-mining. Some of the models required for this purpose are of necessity very complex, and great difficulty is sometimes experienced in obtaining the detailed information indispensable for their construction. In the course of the past year, however, those models which are most essential for the study of the different methods of working coal have been completed and placed on exhibition. A glass model, representing the structure of a portion of the Midlothian coal basin, is of special interest as the first of its kind ever placed on exhibition in this country. This model was made in the workshops of the Museum from data supplied by the officers of H.M. Geological Survey, whose kind assistance in the matter I beg gratefully to acknowledge.

An example of the life-saving apparatus used by the German miners, who assisted in the work of rescue after the disaster at Courrières, was procured for the Museum early in the year, and has been studied with interest by a large number of visitors.

In the Engineering Section of the Department Dr. Galt is able to record some interesting developments of the collection illustrating railway engineering. The mechanism of a working model of the "Wylam Dilly,' one of the earliest forms of locomotive, has been adapted so that it can be set in motion by the visitor and studied side by side with that of a modern locomotive; a Westinghouse brake has been sectioned and fitted to show the apparatus as installed on a railway train; and a large collection of photographs on a uniform scale has been prepared to illustrate the development of the locomotive from its first forms to those of the present day. Many new examples of machine details have also been acquired for this section.

As in past years, I have to express my grateful acknowledgment to those firms which have assisted us in the work of this department, by their advice, by placing drawings at our disposal, and by presenting specimens. Special mention should be made of the collection of rails which we owe to Mr. C. E. Stretton, of Derby; of the Penman boiler, presented by Messrs. Penman, Glasgow; and of a large series of specimens illustrating the manufacture of mild steel presented by Messrs. D. Colville and Sons, Motherwell.

The additions to the Library, by donation and purchase, number 380 volumes, besides pamphlets. Among the donors were the Governments of France, Canada, Burma, the North West Provinces of India and Baluchistan, the United Provinces and Punjab; and the authorities of the India Office, British Museum, Board of Education, Scotch Education Department, and Meteorological Council, as well as a number of Societies and Museums in India, Australia, South Africa, Canada, the United States of America, and the United Kingdom. The publications of H.M. Patent Office, the Specifications of American Patents, and a number of the new Ordnance Survey Maps of Scotland on the 6-inch scale, and of England and Ireland on the 1-inch scale,

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have been received. The number of tickets issued, giving free admission to the Library, was 235. The Library continues to be largely taken advantage of by Art students and others.

I have the honour to be,

Your Lordships' obedient servant,

JAMES J. DOBBIE.

To the Right Honourable the Lords of the Committee of Council on Education in Scotland.

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APPENDIX

Table of Attendance of Visitors, 1906.

Month.	Sundays.	Week-days.	Evenings.	Total.
January	7,830	28,676	12,978	49,484
February	8,644	13,920	12,198	34,762
March	7,035	15,472	13,907	36,414
April	8,151	17,249	10,975	36,375
May	5,840	15,247	11,666	32,753
June	4,597	15,696	8,813	29,106
July	6,348	28,454	7,955	42,757
August	7,686	30,064	10,970	48,720
September	7,424	17,647	12,672	37,743
October	7,379	17,144	12,667	37,190
November	8,090	13,132	10,657	31,879
December	9,333	15,123	9,827	34,283
Total.	88,357	227,824	135,285	451,466

Average annual attendance for last five years, 446,093.

Average daily attendance for 1906 { Sundays, 1,699. Weekdays, 1,163.

Report of the Keeper of the Art and Ethnographical Department.

The relaying of the floors of the Museum which has been continued by H.M. Office of Works during the past year has unavoidably retarded progress in some of the sections of this department. The Egyptian Room, the re-flooring of which was completed in December, is, however, now ready for re-occupation, and the opportunity thus afforded will be taken advantage of to entirely re-arrange the collection, and to incorporate with it a number of important specimens recently acquired. The most noteworthy of these have come from the Committee of the Egypt Exploration Fund and from Professor Flinders Petrie. As a result of the closer connection which has been established between these workers in Egypt and the Museum, and as a return for the additional support obtained for them from local subscribers, the specimens sent this year to the Museum are of greater value and significance than those contributed in previous years. Among them are a number of fine pieces of sculpture in relief from the funerary temple of King Neb-hapet-Rā Mentuhetep, which lies to the south of the great temples built by Queen Hatshepsu within the cliff-circus of Deir-el-Bahari—a site on which the Fund has been working since 1903. These, which represent the high level to which Egyptian sculpture had again reached in the eleventh dynasty, came upon the excavators as an entirely unexpected revelation of a great renaissance in art which must have taken place at the very time when, as is well known, a political revival in the affairs of the country had been inaugurated by the king in whose name the temple was erected. An additional interest belongs to these sculptures, as the names of the artists of them, Mertisen, and after him his son, have been preserved to us. Of a different character and in some respects complementary to these works of fine art, the contributions from Professor Flinders Petrie illustrate, for the most part, the everyday life of the people, and spread over a long period, the later ones reaching even to Roman times. A number of the objects are from Saft el Henna, better known by its Biblical name of Goshen, and from the town of Onias. They form a most useful addition

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to the collection. Among the objects acquired by purchase for this section some of the most important were obtained in Egypt specially for the Museum. These were principally works in stone, terra-cotta, and bronze; and there have also been recently added a number of striking specimens in carved and painted wood. The Egyptian section was one of the earliest formed in the Art Department of the Museum, and from the first contained a number of very valuable but disconnected specimens, most of them acquired nearly fifty years ago. It is important that the opportunities which now offer of filling up the gaps and of thus making the collection of service to students and others interested in the subject should be fully taken advantage of, so that it may be brought into line and proportion with the collections illustrating European Arts, on which at so many points it throws an interesting light. This end will be materially furthered by the work of Mr. Edwin Ward, assistant in the Art Department of the Museum, who is now in Egypt along with Professor Petrie's party carrying on and superintending excavations there.

The evidences already in the Museum of the existence and handiwork of prehistoric man in this country have been added to this year by a large and valuable gift from Mr. James Cross, F.G.S., of over 1,000 palæolithic implements found in the gravel overlying the chalk at Milton Street, Kent. In the British section a number of choice and rare examples of early English ware have been acquired by purchase, and these go a great way to make consecutive the series of specimens illustrating the rise and development of the Staffordshire Potteries. Several vases have been added to the collection of Greek Antiquities; and an interesting group of examples of Celadon Ware found in Siam has been acquired from Mr. W. H. Graham, who excavated the objects from the buried ruins of ancient kilns near the now deserted city of Sawankhalok and brought them to this country. The specimens are at least 1,000 years old—even a greater age is claimed for them—and they are of value as undoubted and very early examples of the famous and highly-prized Celadon which found its way across Asia as presents to kings early in the Mohammedan era. Among the gifts not already noticed are five Italian medals of the 15th and 16th centuries given by Sir Thomas D. Gibson-Carmichael, Bart., who has also made further additions to his loan collection of wrought iron in the Museum; and Mr. H. B. Pfungst, London, has again generously contributed to the collections, on this occasion by the gift of a fine Nassau 17th century Stoneware Jug. The jug had at some time lost its metal cover, but this has been replaced by a lid of silver *repoussé*, an interesting and successful restoration executed by Mr. Gilbert, R.A.

The Collection of Musical Instruments, which was recently moved to a more suitable position in the Furniture Hall, has been augmented by the addition of a Chamber Organ, presented by Lord Leith of Fyvie. The façade of the instrument is Gothic in design, crocketted niches enclosing the gilt ornamental pipes. There are six stops, and the bellows are worked by both hand and foot pedals. The date of the instrument, before 1760, is fixed by the fact that it belonged to the great-great-grandmother of Lord Leith, Lady Elizabeth Forbes, daughter of the 13th Lord Forbes, who married in 1760 Professor Dr. John Gregory, and the organ has remained in the possession of the family ever since.

Following on the legacy bequeathed to the Museum last year by the Rev. J. A. Dunbar-Dunbar of his great philatelic collection, this year Mr. W. Rae Macdonald has presented the collection of stamps which he had accumulated during the past fifty years. The stamps are arranged in fifty-eight vellum volumes, and special cases will be prepared for the exhibition of the joint collections.

The Indian section has been enriched by the addition of two sculptured stone columns from a temple, given by the Rev. W. G. Allan, M.A., B.D., and many valuable acquisitions, both by gift and purchase, have been made in the Ethnographical Collection. A number of the specimens collected by Dr. Hose have been acquired, illustrating the original native arts and customs of British North Borneo and Sarawak—districts which are rapidly becoming Europeanised—and a very important collection gathered together

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in Central Africa by the late Mr. Purves, who was for fifteen years missionary to the natives there, was acquired from his executors. There should also be mentioned as among the most important of the additions to this section the complete regalia of a chief of Sarman, Elmina, on the African Gold Coast.

Loans to the Art and Ethnographical Department during 1906 :—

Rev. Samuel Couling.—Stone implements found in Shantung Province, China.
Sir Thomas D. Gibson-Carmichael, Bart.—Old French keys and Scottish tirling-pins.
Mr. W. J. Brownlee Hunter, 7, Abercorn Road, Edinburgh.—Silk-brocade coat, time of George II.
Mr. A. Stewart, Broxburn.—Bolivian shawl of vicuña wool.

Loans withdrawn from the Art and Ethnographical Department in 1906:—

Regalia of ex-chief of Sarman, Elmina, Gold Coast, lent by Mr. O. Browne, M.B.
Central African Collection, lent by Mrs. Purves.
Khaki Tartan Dress, lent by Sir R. Rowand Anderson.

D. J. Vallance,
Keeper of the Art and Ethnographical Department.

Report of the Keeper of the Natural History Department.

During the past year 9,627 specimens have been added to the collections, 9,277 being by donation and 350 by purchase. The most important purchases among Mammals are fine mounted examples of the North American Bison, Polar Bear, American Black Bear, Orang Utan, Chimpanzee, Jaguar, Puma, Red Howler Monkey, Walrus, Bearded Seal, and Ringed Seal. Several rare and interesting Birds have also been bought, including a fine adult specimen of the rare Ross's Rosy Gull (*Rhodostethia rosea*) and British examples of the Rustic Bunting, Ortolan Bunting, and Desert Wheatear. A fine Python from Northern India, and two coloured plaster casts of rare British Fishes have been acquired, while the Invertebrates added include 164 shells of Mollusca for the Type Collection and a number of Beetles from the Gold Coast.

The donations have been both numerous and valuable. Lord Hindlip has presented a very fine Giraffe from the Quashengeshu Plateau, British East Africa; Mr. J. M. Gordon a mounted specimen of Alpine Ibex from Bunneval, Savoy; Professor Sherrington an Orang Utan; Major-General A. A. A. Kinloch the bones of the flipper of a Humpback Whale from Shetland; and Sir Archibald Buchan-Hepburn a nearly complete skeleton of Red Deer and some bones of the Urus, found in excavating at Smeaton-Hepburn. The Hon. Walter Rothschild has given 174 Birds' Skins, five Nests, and a specimen of the Amber Fish of New Zealand painted in natural colours. Many interesting Birds were presented by Mr. Wm. Berry, Dr. John M. Dalziel, Mr. George Girdwood, Mr. N. B. Kinnear, Mrs. Leslie Milne, and Mr. J. Rowland Ward. Lieut. F. M. Bailey sent from Tibet two specimens of a Snake new to science, while to Miss Rimmer the Museum is indebted for a large collection of the Shells of Mollusca formed by her late father, Mr. Richard Rimmer, of Dalawoodie, Dumfries. The Entomological collections have been enriched by a large and valuable series of specimens from Mrs. Leslie Milne, Miss Lumsden, Messrs. Herbert T. Bury and J. A. Clark, Rev. J. Lindsay, Rev. Frank Oldrieve, and Messrs. Geo. T. Porritt and R. D. R. Troup.

Steady progress has been made with the routine work of the Department. A large case has been built for the reception of the fine collection of Antarctic Seals presented last year by Mr. W. S. Bruce, and the collection

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of Mammalia in the small hall has been partially re-arranged. The extensive and representative collection of Antarctic Birds and Birds' Eggs brought home by the Scottish National Antarctic Expedition has been worked out in the Museum, and a complete set selected for the Natural History Department. A large number of Cretaceous and Tertiary Fishes have been identified and labelled. The Type Collection for students has been enriched by the addition of a number of preparations illustrative of comparative anatomy, and the series of shells of Mollusca explanatory of their structure and of the terms used by conchologists has been completed. The arrangement of the Cabinet collection of Exotic Butterflies has been completed, and the exhibited collection of Exotic Moths has been greatly extended and improved, now occupying eight large cases. The extensive general collection of Insects (exclusive of *Lepidoptera*) has been partially arranged in new drawers, while the collections of British Aculeate Hymenoptera, Neuroptera, Trichoptera and Orthoptera have been arranged in the new drawers set apart for their reception.

WM. EAGLE CLARKE,
Keeper of the Natural History Department.

REPORT OF THE KEEPER OF THE TECHNOLOGICAL DEPARTMENT.

Although special attention has been directed this year to the development of the collections in the Mining and Metallurgical Hall, numerous important additions have been made to the exhibits in the Machinery Hall. Of these, particular mention may be made of a complete working model of a gas engine, constructed from designs supplied by the Campbell Gas Engine Co., Ltd., Halifax. This model can be set in motion by the visitor, on the plan explained in former Reports, the sectioned parts enabling him to follow without difficulty the relative movements of those details of the mechanism which control the working of the engine. The model of the Wylam Dilly locomotive has been overhauled and arrangements made so that it also can be set in motion by the visitor, who is thus enabled to compare the large and ungainly though interesting movements in this very early type of locomotive with the graceful mechanism of the modern type, illustrated by another working model in an adjacent case. A large collection of photographs has been formed to illustrate the development of home and foreign locomotives from the early part of last century to the present day. All the photographs have been taken to the same scale, so that the visitor can at once note the relative sizes of the locomotives. The sectioning of the Westinghouse brake has now been completed and the parts are joined up to show the complete brake apparatus as installed on a railway train, thus enabling the engineering student to make an effective and thorough study of this complex mechanism. An interesting collection of rails, etc., has been acquired, largely through the kind offices of Mr. C. E. Stretton, Consulting Engineer, Derby, to illustrate the development of this part of railway permanent way construction. The group of boiler models has been made more representative by the addition of a fine sectioned model of a Lancashire boiler, presented by Messrs. Penman, boiler makers, Glasgow. The Parsons and De Laval turbines, acquired last year, have been sectioned so that their construction and mode of action can be intelligently studied. These two important types of steam turbines are now exhibited in adjacent cases. Two new models of belt drives and numerous specimens of different kinds of belting have been placed beside other examples of belt gearing. Considerable additions have also been made to the various groups of machine details, including two models in metal of connecting rods, a Hele-Shaw friction clutch presented by the Hele-Shaw Patent Friction Clutch Co., Ltd., Liverpool, several kinematic models, and three steam valves presented by Messrs. Bailey & Co., Ltd., Salford.

With the view of illustrating the important subject of coal mining, several elaborate models, which have been designed and constructed during

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the year, are now placed on exhibition in the Mining and Metallurgical Hall. One of these is a glass geological model, prepared from data supplied by H.M. Geological Survey, giving a representation of the Midlothian coal basin. This type of model, which is probably now exhibited for the first time in Britain, enables the student to form a clearer conception of the geological structure of the basin than is possible from the study of maps. The Lochgelly Coal and Iron Co., Ltd., has presented a set of selected specimens of rocks from the bore of one of their pits; these are exhibited along with a detailed coloured drawing of the bore. A large coal pit model has been constructed, representing the surface buildings, pithead frames, shaft, and geological strata passed through; the cages and pumping apparatus are placed in the shaft, which is shown in section. A smaller model of a somewhat similar character exhibits another standard arrangement of pumps. Owing to the necessarily small scale of these pit models, the pump details could not be represented, and separate models of the pumps have been constructed to a larger scale. These have been sectioned where necessary to enable the student to grasp the constructional details and the mode of action of the pumps. The two principal methods of coal winning, known in Scotland as "stoop and room" and "long wall," are represented by models, in which the manner of subsidence of the overlying strata after the coal and props have been removed is also shown. Various methods of supporting the sides and roof in coal workings are now indicated in detail by eight models, including three acquired last year. A complete equipment for life saving and other work in mines was purchased from the Draegerwerk Company, Lubeck, who also presented several sets of similar equipment illustrating the historical development of such apparatus. The exhibit of mine ventilating fans has been completed by the addition of a Sirocco fan, presented by Messrs. Davidson & Co., Belfast; the fan has now been sectioned and placed on exhibition. A collection of specimens illustrating the manufacture of mild steel, from the raw materials to the finished products, has been presented by Messrs. D. Colville & Sons, Ltd., Motherwell.

In the School Gallery the collection of dissected and named botanical specimens in spirit has received numerous additions during the year, and in the Economic Botany Gallery the similar collection referring to Forestry has also been increased.

ALEXANDER GALT, D.Sc.
Keeper of the Technological Department.

DONATIONS DURING THE YEAR 1906.

ART AND ETHNOGRAPHICAL DEPARTMENT.

Rev. W. G. Allan, Wallace Street, Ayr.—Indian sculptured stone columns.

American Museum of Natural History, New York.—Cast of Filipino head.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny, Midlothian.—Italian medals.

Miss Christie, Cowden, Dollar.—Objects from Kashmir, Ladak and Borneo.

Mr. James Cross, F.G.S., Church Street, Camberwell Green, London, S.E.—Collection of palæoliths from Milton Street and Galley Hill, Kent.

Egypt Exploration Fund, The President and Council of.—Sculptured reliefs from Deir-el-Bahari, and fragments of papyri from Oxyrhyncus.

Misses E. and C. Gibson, 4 Greenhill Park, Edinburgh.—Silver medal, and lady's rouge-case, 1800-1.

Mr. Robert Glen, North Bank Street, Edinburgh.—Old bayonet.

Lord Leith of Fyvie.—Chamber organ made about 1750.

Mr. F. M. Luker, 39 Maresfield Gardens, Fitzjohn's Avenue, London, N.W.—Cartoons by Albert Moore.

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Mr. W. Rae Macdonald, 12 Wester Coates Avenue Edinburgh.—Collection of postage stamps.

Dr. Neil Macvicar, Victoria Hospital, Lovedale, Cape Colony.—Slave yoke from Blantyre, Nyasaland.

Mrs. Milne, Mandalay.—Buddhist votive-offerings and amulet.

Miss Paterson, St. Petersburg.—Russian hand-mangle and whip.

Professor W. M. Flinders Petrie, London.—Egyptian antiquities.

Mr. H. J. Pfungst, 44 Cleveland Square, London, W.—Nassau stoneware jug.

Mr. J. Robertson, 54, George Square, Edinburgh.—Chert arrowhead from Ontario.

Miss Rimmer of Dalawoodie, Park House, Dumfries.—Bracelet of Roman mosaics.

St. Louis Exhibition (1904), Royal Commission of.—Bronze medal.

Mr. Alexander Stewart, Osborne Cottage, Broxburn.—Objects from Bolivia.

Mr. N. C. Tsur.—Chinese soldier's dress worn during the Civil War, 1860.

Mr. T. L. Walker, 13 Crawford Road, Edinburgh.—Plan of Calcutta, 1875.

NATURAL HISTORY DEPARTMENT.

Mr. Fredk. C. Adams, F.E.S., 50 Ashley Gardens, Victoria Street, London, S.W.—Ten specimens of Diptera from the New Forest.

Mr. Alex. Anderson, Pathhead Ford, Dalkeith.—Specimen of *Dictyocoris* (*Diesites*) sp. from the Carboniferous Limestone, the Hope Magazine.

Mr. J. W. Anderson, Vasetter, Fair Isle.—Twelve Birds from Fair Isle.

Lieut. F. M. Bailey, Acting Trade Agent, Gyantse, Tibet.—Two specimens of Snake (*Tropidonotus baileyi*) from Tibet.

Master George B. Barbour, 4 Charlotte Square, Edinburgh.—Ten specimens of *Chelifer latreillii* and ten of *Cheiridium museorum*, from Crail, Fife.

Mr. Robert Beattie, 29 East London Street, Edinburgh.—A series of specimens of *Echinocyamus pusillus*.

Mr. Alex. Bennett, Junr., Esq., Shank Garden, Gorebridge.—Specimen of *Melolontha vulgaris*, Fab., from Arniston.

Mr. Wm. Berry, Tayfield, Newport, Fife.—Specimens of Greenshank (*Totanus canescens*), Bar-tailed Godwit (*Limosa lapponica*), and male Shoveller (*Spatula clypeata*) from Tentsmuir; specimen of Reeve (*Machetes pugnax*) killed at Morton, near Tayport; male Pochard (*Fuligula ferina*) and female Tufted Duck (*Fuligula cristata*) from Morton Loch; five Birds shot on Morton Loch and a Partridge (*Perdix cinerea*) from Tayfield, Newport; Greenshank (*Totanus canescens*) from Tayfield, Newport.

Master Eric Black, 22 Merchiston Park, Edinburgh.—Five eggs of the St. Kilda Wren (*Troglodytes hirtensis*) from St. Kilda.

Mr. James E. Black, Nethercroft, Peebles.—Specimen of *Cryptohypnus pulchellus* from Newtonmore, Inverness-shire.

Mr. E. H. Bostock, The Scottish Zoo, Glasgow.—Specimens of Rhesus Monkey (*Macacus rhesus*) and Sooty Mangabey (*Cercocebus fuliginosus*).

Dr. Herbert T. Bury, The Clock House, Arundel Street, Strand, London.—One hundred and seventeen specimens of Lepidoptera from Cambaga, North Gold Coast, West Africa.

Mr. James B. Cairns, 58, English Street, Carlisle.—Seven living specimens of the Natterjack Toad (*Bufo calamita*) from Carlisle.

Mr. Archibald Campbell, 24 Inverleith Gardens, Edinburgh.—Specimen of hairless variety of Domestic Mouse.

Mr. G. Carmichael, 7 London Road, Edinburgh.—Female specimen of *Sirex gigas*.

Mr. P. Carruthers, 64 Meigle Street, Galashiels.—Specimen of Trout (*Salmo fario*) with partially swallowed mouse projecting from the mouth caught in the Useway Burn, Cheviot Hills.

Mr. Alex. Craig Christie, Sir William Fraser's Homes Colinton.—Specimen of Actinolite in Amianthus, from Glen Lochay.

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Mr. J. A. Clark, 57 Weston Park, Crouch End, N.—1,299 specimens of British Lepidoptera.

Mr. W. Eagle Clarke, Royal Scottish Museum, Edinburgh.—Specimen of *Clupea* sp., from the Pleistocene, Norway; 392 specimens of Insects from Fair Isle; Nestling Tawny Owl (*Syrnium aluco*) and young of Grey Lag Goose (*Anser anser*) from Assynt, Sutherland.

Major J. Pace Cleghorne, The School House, Broxburn.—Specimen of *Ctenodus* sp., and one of *Mesopoma macrocephalum* from the Oil Shales, Broxburn.

Mr. Tom Cook, 22 Lothian Street, Edinburgh.—Specimen of Ballan Wrasse (*Labrus maculatus*) from the Firth of Forth.

Dr. John M. Dalziel, West African Medical Staff, Northern Nigeria.—Specimen of *Macrodipteryx macrodipterus* from Northern Nigeria, West Africa.

Mr. J. J. Davidson, Bank of Scotland, The Mound, Edinburgh.—Specimen of Viper (*Pelias berus*).

Mr. A. F. Dawson, 14 Deanhaugh Street, Edinburgh.—Specimen of Puss Moth (*Dicranura vinula*) from Duddingston.

Mr. Walter Draper, Government Gardens, Delta Barrage, Egypt.—Nest and Eggs of a species of *Cisticola* found on a cotton plant near Delta Barrage, Egypt, also several larvæ of an Insect found in the leaves of Water Melons attacked by Aphis.

Mr. Robert Dunlop, Kinnauld Villas, Currie.—Specimen of Cuckoo (*Urodynamis taitiensis*) from New Zealand.

Mr. C. R. Eastman, Museum of Comparative Zoology, Cambridge, Mass., U.S.A.—Plaster Casts of the symphysial dentition of *Campyloprion annectans* and *Campodus variabilis*.

Mrs. James G. Ferrier, 2 Braidburn Crescent, Edinburgh.—Eleven Birds' Skins from Natal, South Africa.

Mr. Andrew Forrester, W.S., Clarendon Crescent, Edinburgh.—Specimen of *Phyllodromia germanica* found in a house in Edinburgh.

Mr. James Fraser, The Royal Scottish Museum, Edinburgh.—Two specimens of Insects found in Edinburgh, also specimen of *Phyllodromia germanica* found at Greyfriars, Edinburgh.

Mr. John E. Fraser, Dores, Inverness.—Specimen of *Acanthocinus ædilis* from Inverness.

Mr. J. W. Garraway, 13 South Charlotte Street, Edinburgh.—One larva and nine adult specimens of *Timarcha tenebricosa* from Alticry, Port William, Wigtownshire.

Mr. Ernest Gibson, 105 Cadogan Gardens, Sloane Square, London, S.W.—Four skins of the "Burrowing Woodpecker" or "Common Miner," (*Geositta cunicularia*) from General Lavalle, Argentine Republic.

Mr. George Girdwood, Bellevue, Dumbarton.—Male specimen of Western Asiatic Skylark (*Alauda arvensis cinerea*) captured at the Flannan Islands Lighthouse.

Mr. J. M. Gordon, Charleton, Montrose.—Mounted specimen of male Alpine Ibex (*Capra ibex*) from Bonneval, Savoy.

Mr. R. L. Graham, Holmwood, Langholm, N.B.—Specimen of *Sirex gigas* from Holmwood, Langholm; also bifid specimen of Earthworm (*Lumbricus* sp.).

Mr. W. Anstruther Gray, M.P., Kilmany, Fife.—Two chicks of the Cape Barren Goose (*Cereopsis novæ-hollandiæ*).

Mr. Symington Grieve, 11 Lauder Road, Edinburgh.—Skin of Sisserou Parrot (*Chrysotis augusta*), two Bats, and one larva and two adults of a Passalid Beetle, all from Dominica, B.W. Indies.

Mr. J. N. Halbert, Dublin Museum, Kildare Street, Dublin.—Five specimens of Irish Diptera collected by Col. Yerbury.

Miss D. Hamilton, Skene House, Skene, Aberdeenshire.—Melanic Variety of Rabbit (*Lepus cuniculus*) from Skene, Aberdeenshire.

Mr. D. Hamilton, 63 Warrender Park Road, Edinburgh.—Chick of Sheld Duck (*Tadorna cornuta*) from Loch Leven.

Mr. George Henderson, Upper Keith, East Lothian.—Specimen of Quail (*Coturnix communis*) shot at Whitburgh.

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Sir Archibald Buchan-Hepburn, Bart., Smeaton Hepburn, Prestonkirk.—Skeleton of male Red Deer (*Cervus elaphus*) and six bones of the Urus (*Bos primigenius*) found in excavating for the enlargement of a lake at Smeaton Hepburn, East Lothian.

The Right Hon. Lord Hindlip, Hindlip Hall, Worcester.—Specimen of Giraffe (*Giraffa camelopardalis rothschildi*) from the Quashengeshu Plateau British East Africa.

Mr. W. Ingles, Quality Street, North Berwick.—Specimen of Little Gull (*Larus minutus*) from North Berwick.

Major-General Alex. A. A. Kinloch, Spiggie, Dunrossness, Shetland.—Bones of the flipper of the Humpback Whale (*Megaptera nodosa*) from Shetland.

Mr. Norman B. Kinnear, M.B.O.U., 12 Grosvenor Crescent, Edinburgh.—Skins of sixteen Mammals and seventy-seven Birds, chiefly Scottish; also fifty-five Eggs of Scottish Birds.

Mr. Charles Kirk, 156 Sauchiehall Street, Glasgow.—Young specimens in the flesh of Olive Baboon (*Papio olivaceus*) and Chacma Baboon (*Papio porcarius*).

Mr. Alexander Laing, Alnwick Hill, Edinburgh.—Specimen of Red Throated Diver (*Colymbus septentrionalis*) from Alnwick Hill Reservoir, Edinburgh.

Mrs. Laurie, 94 Osborne Place, Aberdeen.—Specimen of Madrepore (*Madrepora* sp.) from Belize, British Honduras.

Rev. John Lindsay, M.A., U.F. Manse, Bathgate.—A collection of Insects, principally Lepidoptera, from British Guiana, comprising 112 specimens.

Mrs. Lumb, 34 Dalkeith Road, Edinburgh.—Melanic variety of *Mus decumanus*, L.

Miss Lumsden, Eden Valley House, Freuchie, Fife.—Ninety-eight specimens of Insects from British Guiana.

Dr. R. Stewart MacDougall, 13 Archibald Place, Edinburgh.—Several specimens of *Megastigmus spermotrophus* from seeds of the Douglas Fir, from Aberdeenshire; also larva and empty puparium of *Thereva* sp.

Consul P. J. C. McGregor, British Consulate, Sarajevo, Bosnia.—Twenty-two Birds' Skins chiefly from Bulgaria; also fourteen Birds' Skins from Bosnia.

Mr. Neil McIntosh, Suleskerry Lighthouse, Stromness, Orkney.—Specimen of Teal (*Nettion crecca*) from Suleskerry, Orkney.

Mr. Wm. MacLennan, Grainbank, Kirkwall, Orkney.—Three specimens of Black Rat (*Mus rattus*) from South Ronaldshay.

Mr. J. Mactaggart, The Royal Scottish Museum, Edinburgh.—Twenty-seven specimens of Coleoptera and one Hymenopteron from Stromness; thirty-six Insects from Zeidab, Sudan; and three Minerals from Blackford Hill.

Mr. J. R. Malloch, 10 Dillichip Terrace, Bonhill, Dumbartonshire.—Ten specimens of Diptera from the Clyde district; also six Hymenoptera from Norfolk.

Mrs. Leslie Milne, c/o Mrs. Davenport, Fort Dufferin, Mandalay, Burma.—A collection of Birds, Insects, and other zoological specimens from Sephu, Upper Burma.

Mr. David Mitchell, 33 Comely Bank Place, Edinburgh.—Three plain blue Eggs of the Black-Headed Gull (*Larus ridibundus*) from Hare Moss, Selkirkshire.

Mr. W. A. Nicholson, 36 Promenade, Portobello.—Specimens of Grey Phalarope (*Phalaropus fulicarius*) and Eared Grebe (*Podicipes nigricollis*) from the Firth of Forth; also young Puffin (*Fratercula arctica*) and young Mallard (*Anas boscas*).

Rev. Frank Oldrieve, B.M.S., Wathen, Thysville, Congo State.—A collection of Insects from Wathen, Thysville, Congo State, captured between October, 1905 and March, 1906, and comprising 281 specimens.

Mr. W. Patterson, County Hotel, Lothian Road, Edinburgh.—Two scales and two pharyngeal dentigerous bones of the Mahseer (*Barbus tor*) from the Bramaputra River.

Messrs. A. R. Pontifex, 147, Victoria Street, London, S.W., and Robert Sticht, Manager, Mt. Lyell Railway Co., Ltd., Queenstown,

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Tasmania.—A fine specimen of Bornite and one of Chalcopyrite from Mt. Lyell Mines, Tasmania.

Mr. Geo. T. Porritt, F.E.S., Edgerton, Huddersfield.—A collection of British Insects, principally Lepidoptera, Neuroptera and Trichoptera, and comprising 241 specimens.

Mr. T. T. Reid, 20 Jordan Lane, Edinburgh.—Two specimens of Chameleon (*Chamæleon* sp.).

Miss Rimmer, Park House, Dumfries.—A collection of Shells of Mollusca, chiefly British, comprising 5,627 specimens.

Mr. A. Ritchie, Kingsbarns, Fife.—Fine specimen of the Velvet Crab (*Portunus puber*) from Kingsbarns, Fife.

Mr. Lewis B. Robb, 67 East North Street, Aberdeen.—Melanic specimen of the House Mouse (*Mus musculus*) from Aberdeen.

Mr. E. Robinson, 24 Albany Street, Edinburgh.—Mounted specimen of Wild Cat (*Felis catus*) from Achnacarry, West Inverness-shire.

Dr. A F. Rosa, 28, Pitt Street, Edinburgh.—Ten specimens of Butter flies from Albarracin, Central Spain.

The Hon. Walter Rothschild, M.P., Tring Park, Herts.—174 Birds' Skins and five Nests with Eggs, from various parts of the world; also specimen, painted in natural colours, of the Amber Fish (*Seriola lalandi*) from New Zealand.

Mr. W. M. Russell, Soulseat, Castle Kennedy, N.B.—Specimen of Mallard (*Anas boscas*) in eclipse plumage, from Soulseat, Castle Kennedy, N.B.

The Scottish National Antarctic Expedition, per Mr. Wm. S. Bruce. Surgeons' Hall, Edinburgh.—Two specimens of *Glyptonotus antarctica* from Scotia Bay, Laurie I., South Orkneys.

Mr. Robert Service, Maxwelltown, Dumfries.—Specimen of *Mantis religiosa* imported with a box of fruit from France.

Professor C. S. Sherrington, M.D., F.R.S., The University, Liverpool.—Specimen of Orang Utan (*Simia satyrus*).

Mr. H. D. Simpson, Queen Street, Edinburgh.—Chick of Sheld-Duck (*Tadorna cornuta*) from Gullane.

Dr. Longfield Smith, Government Laboratory, Barbados, W. Indies.—Fifty-four Insects from Barbados, West Indies.

Mr. William Smith, 46 Marchmont Road, Edinburgh.—Three larvæ of a Buprestid Beetle found in a log of pitch pine from North America; also specimen of a Dipterous larva found in a similar piece of the same wood.—

The South of Scotland Entomological Society, per Mr. John Clapperton, 23 Albert Place, Galashiels.—Specimen of Silver-striped Hawk-Moth (*Chærocampa celerio*) taken at Galashiels in October, 1906.

Mr. George Stout, Busta, Fair Isle.—Thirty-eight specimens of Birds from Fair Isle.

Mr. Jerome Stout, Postmaster, Fair Isle.—Specimen of young Eider Duck (*Somateria mollissima*) from Fair Isle.

Professor D'Arcy Thompson, C.B., University College, Dundee.—Skull of young Alaskan Fur-Seal (*Callorhinus ursinus*) from St. Paul I., Pribyloff Is.

Dr. R. H. Traquair, F.R.S., The Bush, Colinton.—Specimen of *Polypterus senegalus* from West Africa; also one of *Lepidotus wantelli* from the Wealden, and five specimens of *Phillipsia eichwaldi*.

Mr. R. D. R. Troup, c/o Mr. H. M. Vickers, 21 Marchmont Road, Edinburgh.—Specimen of *Nycteribia hermanni* taken off a Bat from Wookey Hole, Somerset; twenty-eight specimens of larvæ of British Coleoptera and Diptera from Wells, Somerset; larva of the Common Tiger Beetle (*Cicindela campestris*) from the Lomond Hills, Fife and specimen of Undulated Grass Parrakeet (*Melopsittacus undulatus*).

Sir William Turner, K.C.B., The University, Edinburgh.—Specimen of *Penella balænopteræ* parasitic on a Finner Whale (*Balænoptera musculus*).

Mr. H. M. Vickers, 21 Marchmont Road, Edinburgh.—Specimen of Black-headed Gull (*Larus ridibundus*) from Cramond; also pupa of *Carabus nemoralis* from Blackford Hill.

Mr. J. Rowland Ward 167 Piccadilly, London.—Male Hybrid between Mongolian Pheasant (*Phasianus mongolicus*) and Common Pheasant (*Phasianus colchicus*) from Necton Hall, Norfolk; also Bones of the Fore Limbs of a Lion (*Felis leo*).

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Rev. James Waterston, B.D., B.Sc., 9 Woodburn Terrace, Edinburgh.—Ten Moths from St. Kilda; also specimen of *Triphæna ianthina* rom Edinburgh.

Mr. Walter Weseché, 125 Biddulph Mansions, Elgin Avenue, London, W.—Male and female specimens of *Phorbia ignota* from Hampstead.

Mr. Moncrieff White, 2 Dalhousie Terrace, Edinburgh.—Specimen of *Panchlora nivea* imported with bananas from Jamaica.

Mr. Oliver H. Wild, Edinburgh University Union, Edinburgh.—Specimen of Green Woodpecker (*Gecinus viridis*) from Prestbury, Cheltenham.

Mr. G. B. Wilmot, 28 Nicolson Street, Edinburgh.—Two living specimens of Pike (*Esox lucius*) from Kinghorn.

Mr. James Wright, Junr., 36 Douglas Street, Kirkcaldy.—Horn of Red Deer (*Cervus elaphus*) from a deposit of blown sand at Pettycur, Kinghorn, Fife.

Mr. J. T. Wright, Junr., 24 W. Preston Street, Edinburgh.—Several living specimens of the Lamprey (*Petromyzon fluviatilis*).

Technological Department.

Messrs Anderson, Boyes & Co., Ltd., Wishaw.—Specimen of leather laced twin cable.

Messrs. R. Anderson, Son & Co., Ltd., Kelvin Leather Works, Glasgow.—Four samples of belting.

Messrs. W. H. Bailey & Co., Ltd., Albion Works, Salford.—Three steam valves.

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Messrs. Davidson & Co., Ltd., Sirocco Engineering Works, Belfast.—Sirocco fan.

Messrs. R. & J. Dick, Greenhead, Glasgow.—Ten samples of Balata belting.

Messrs. The Draegerwerk Co., Lubeck.—Five sets of early forms of life-saving apparatus for mines.

Mr. Walter Draper, Government Gardens, Delta Barrage, Egypt.—Specimen of boll of Egyptian cotton.

Messrs. "Fortuna" Actien für Braunkohlen Bergbau und Briketfabrikanten, Horren, Germany.—Photograph showing brown coal workings.

Messrs. The Hele-Shaw Patent Clutch Co., Ltd., 36 Chatham Street, Liverpool.—Hele-Shaw friction clutch.

Mr. John Hind, Junr., Ulster Chambers, Belfast.—Piston, fitted with Rowan's spring rings.

Messrs. Lewis & Taylor, Ltd., Cardiff.—Six samples of belting.

The Lochgelly Iron and Coal Co., Ltd., Lochgelly.—Twenty-six specimens from the Minto pit bore.

Miss McNab, 3 Inverleith Row, Edinburgh.—Two albums containing 48 water-colour drawings of plants from nature.

The Midland Railway Co., Derby.—Section of standard sleeper with two fish plates.

Miss Muckle, 5 George Square, Edinburgh.—Collection of forty-three African fruits.

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Mr. A. R. Muir, Manager, Bowhill Colliery, Fife.—Six photographs of underground pit workings.

Messrs. C. A. Parsons and Co., Heaton Works, Newcastle.—Two photographs of a Parsons turbo-generator.

Mr. W. A. Pierce, 10 St. Ronan's Terrace, Edinburgh.—Photomicrographic objective.

Messrs. F. Reddaway and Co., Ltd., Pendleton, Manchester.—Six samples of "camel-hair" belting.

Messrs. F. Ritcher and Co., 16 Lombard Street, Newcastle.—Wolf naphtha safety lamp.

Messrs. Sutton and Sons, Reading.—Collection of useful and useless grasses, etc.

Messrs. The Union German Railway Administration, Munich.—Two photographs of reproduction of "Puffing Billy" locomotive.

Messrs. The Vulcan Foundry, Ltd., Newton-le-Willows, Lancashire.—Photograph of Compound express passenger locomotive.

Mr. John Wilson, Joiner, Niddrie Mill, Midlothian.—Clay ironstone ball covered with calcite.

Scottish Mineral Collection.

Mr. James Wright, Jun., Leslie, Fife.—Specimens of Marcasite and Calcite.

Mr. John G. Duncan.—Vivianite from Queen's Park, Edinburgh.

Library.

Ministère des Travaux Publics, Paris.—Notices sur les Ports de Calais et de Boulogne.

Département de l'Intérieur, Brussels.—Notes Analytiques sur les Collections Ethnographiques du Musée du Congo, Tome I., Fasc. 2.

India Office.—Linguistic Survey of India, Vol. VII.; Palæontologia Indica, Series XV., Vol. V., Memoir 1; Fauna of British India, Rhynchota, Vol. III., Coleoptera, Vol. I.

Government of Burma.—Report on Archæological Work in Burma for the year 1905-6.

Government of the North-West Province and Baluchistan.—Archæological Survey Work during the fifteen months ending 31st March, 1905.

Government of the United Provinces and Punjab.—Progress Report of the Archæological Surveyor for the year ending 31st March, 1905, with Photographs and Drawings for same; Report of the Archæological Survey Northern Circle for the year ending 31st March, 1906.

Superintendent of Government Printing, Calcutta.—Agricultural Ledger, 1905, Parts 3 to 7, and 1906, Parts 1 and 2; Report of the Archæological Survey of India for the years 1903-04 and 1904-05, Part I.; Muhammadan Architecture of Ahmadabad, by James Burgess, Part 2.

Madras Government Museum.—Report for the year 1905-06; Bulletin, Vol. V., No. 2, Anthropology; Thurston's Ethnographic Notes on Southern India.

Bengal Book Secretariat Depot, Calcutta.—Bell's Manual of Colloquial Tibetan.

Government of Canada.—Report of the Surveyor-General of Dominion Lands for the year ending 30th June, 1905.

Geological Survey of Canada.—Reports of the Survey for 1901 and 1902-03, and Maps to accompany the same.

Trustees of the British Museum.—Catalogue of English Porcelain, by R. L. Hobson; Medallic Illustrations of the History of Great Britain and Ireland; Specimens of Line Engraving by German Masters, 1740-1810; Catalogue of the Madreporarian Corals, Vol. V.; Synonymic Catalogue of Homoptera, Part I., by W. L. Distant; Descriptive Catalogue of Tertiary Vertebrata of the Fayûm, Egypt, by C. W. Andrews; Catalogue of Fossil

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Plants of the Glossopteris Flora, by E. A. Newell Arber; Guide to the Reptilia and Amphibia; Guide to the Antiquities of the Early Iron Age of Central and Western Europe.

Board of Education.—Report for year 1903-04; Report on Museums, &c., for 1904; Reports of University Colleges for 1905; Grants paid to School Boards, 1901-02 to 1903-04; List of Schools, 1901-02; Statistics of Public Elementary Schools and Training Colleges, 1901-2; Statistics of Public Education in England and Wales, 1904-5-6; Syllabuses and Lists of Apparatus applicable to Schools and Classes other than Elementary; List of Students rewarded in National Competition, 1903; Catalogue of Prints in the Victoria and Albert Museum, Part II.; List of Samplers in the Victoria and Albert Museum; Bushell's Chinese Art, Vol. II.

Scotch Education Department.—Report of the Committee of Council on Education in Scotland for the year 1905–6; Reports by Dr. Struthers on Secondary Education (Scotland) in 1905 and 1906; Return of Expenditure from Grant for Public Education in Scotland, 1905; List of School Boards, etc., 1906; List of Classes under the Continuation Code, 1906; Code of Regulations for Day Schools, 1906; Code of Regulations for Continuation Classes, 1906; Regulations for Preliminary Education, Training and Certification of Teachers for various grades of Schools; Regulations and Syllabus for Examination for Teachers' Certificates, 1907; Abstract of Forms, List of Circulars, etc.; 3 volumes of the Accounts of the City of Paris; 7 volumes of the Publications of the Département de la Seine.

Board of Agriculture and Fisheries.—Agricultural Statistics, 1905.

Department of Agriculture and Technical Instruction (Fisheries Branch for Ireland).—Scientific Investigations, Nos. I., Part 6, II., III., IV., Part 8, V. and VII.

Dublin Science and Art Museum.—List of Books useful to Art Students in the National Library; General Guide to the Art Collections, 4 parts; Guide to the Collection of Irish Antiquities, 2 parts.

Royal Dublin Society.—Economic Proceedings, Vol. I., Parts 7, 8; Scientific Proceedings, New Series, Vol. XI., Parts 6 to 12; Scientific Transactions, Second Series, Vol. IX., Nos. 2 and 3.

Meteorological Office, London.—Reports of the Meteorological Council for years ending 31st March, 1905 and 1906; Hourly Readings, 1903 and 1904; Meteorological Observations at Stations of the Second Order, 1901; Report on the Beaufort Scale of Wind Force; Shaw and Lampfert's Life History of Surface Air Currents.

Australian Museum, Sydney, N.S.W.—Report for the year 1904–5; Memoir IV., Part 9; Records, Vol. IV., No. 3; Vol. VI., No. 3.

Albany Museum, Grahamstown, South Africa.—Records, Vol. 1, Part 6.

Natal Government Museum, Pietermaritzburg.—Report for 1904; Annals, Part 1.

Department of Tourist and Health Resorts, Wellington, New Zealand.—Geography of New Zealand.

Instituto Geológico de Mexico.—Boletin, No. 20; Parergones, Tomo I., Nos. 9 and 10.

H.M. Commissioners to St. Louis Exhibition, 1904.—Report of the Commissioners; The British Section.

Carnegie Museum, Pittsburgh, U.S.A.—Report for the year ending 31st March, 1906.

Phillips Academy, Andover, Mass., United States.—Bulletin, Nos. 1 and 2.

Bureau of American Ethnology.—Report for the year 1901–02; 24 Papers translated from the German on Mexican and Central American Antiquities, etc.; Haida Texts and Myths, Skidegate Dialect; Antiquities of the Jemez Plateau, New Mexico, by E. L. Hewett.

United States Bureau of Fisheries.—Bulletin, Vol. 24; Report for 1904.

United States Fish Commission.—Bulletin for 1903, Part III.

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United States National Museum.—Proceedings, Vols. 28 and 29; Bulletin, Nos. 54 and 55; Reports for the years 1904 to 1906; Contributions from the U.S. National Herbarium, Vol. X., Parts 1 and 2, and Vol. XI.

Smithsonian Institution.—Report for the year 1903–04; Index to Genera and Species of Foraminifera, Part I.; Miscellaneous Collections, Nos. 1585 and 1652.

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Field Natural History Museum, Chicago, U.S.A.—13 publications of the Museum.

Museum of the Brooklyn Institute of Arts and Sciences, Brooklyn, U.S.A.—Science Bulletin, Vol. I., Nos. 7, 8, 9; Cold Spring Harbor Monographs, VI.; Report for 1905.

Rautenstrauch-Joest-Museum, Cologne.—Führer durch das Rautenstrauch-Joest-Museum der Stadt Cöln.

The Principal of the University of London.—Calendar of the University for the year 1906–07. 3 vols.

Royal Institute of British Architects, 9 Conduit Street, London.—Journal of the Institute, 1906; Kalendar, 1906–07.

Burlington Fine Arts Club, 17 Savile Row, London.—Catalogue of Exhibition of Pictures and Sketches by C. W. Furse, A.R.A.; Exhibition of Early German Art.

Society of Accountants and Auditors, 4 King Street, Cheapside, London.—Incorporated Accountants' Year Book, 1906–07.

Hon. Walter Rothschild, Zoological Museum, Tring, Herts.—Rothschild and Jordan's Revision of the American Papilios.

Trustees of the late James Young, Esq., of Kelly and Durris.—Bibliotheca Chemica, 2 vols.

Trustees of the late Mrs. Honyman Gillespie, of Torbanehill, per Mr. James Urquhart, 13 Danube Street, Edinburgh.—W. Honyman Gillespie's Argument, *à Priori*, for the Being and Attributes of the Lord God. 6th edition.

Mrs. Craig Balfour, 22 Morningside Gardens, Edinburgh.—Letters from Samoa, 1891–95, by Mrs. M. I. Stevenson.

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Mr. James Paton, Corporation Art Galleries, Glasgow.—Report of the Municipal Museums and Galleries, Glasgow, for 1905.

Dr. George Macdonald, Scotch Education Department, Edinburgh.—Portugal—Estatistica do Ensino Secundario, 1903–04; Description of MacKinlay's Arithmetic.

Dr. J. J. Dobbie, Director, The Royal Scottish Museum.—Journal of the Society of Chemical Industry, Vols. I. to VII.

Mr. W. Eagle Clarke, The Royal Scottish Museum.—Transactions of the Yorkshire Naturalists' Union, Parts 1 to 20; Report of the Northumberland Sea Fisheries Committee on the Scientific Investigations for 1905; 9 parts of the Proceedings of the Royal Society of Edinburgh.

Dr. Alexander Galt, The Royal Scottish Museum.—Canada—Report of the Department of the Interior for the year 1904–05; Reddaway's Practical Notes on Belting and Belt-Driving, 3rd edition.

Dr. R. H. Traquair, Colinton, Midlothian.—3 publications of the California Academy of Sciences.

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OF

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WITH

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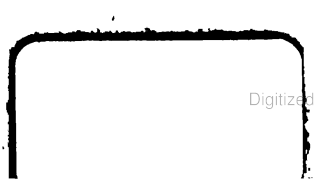

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